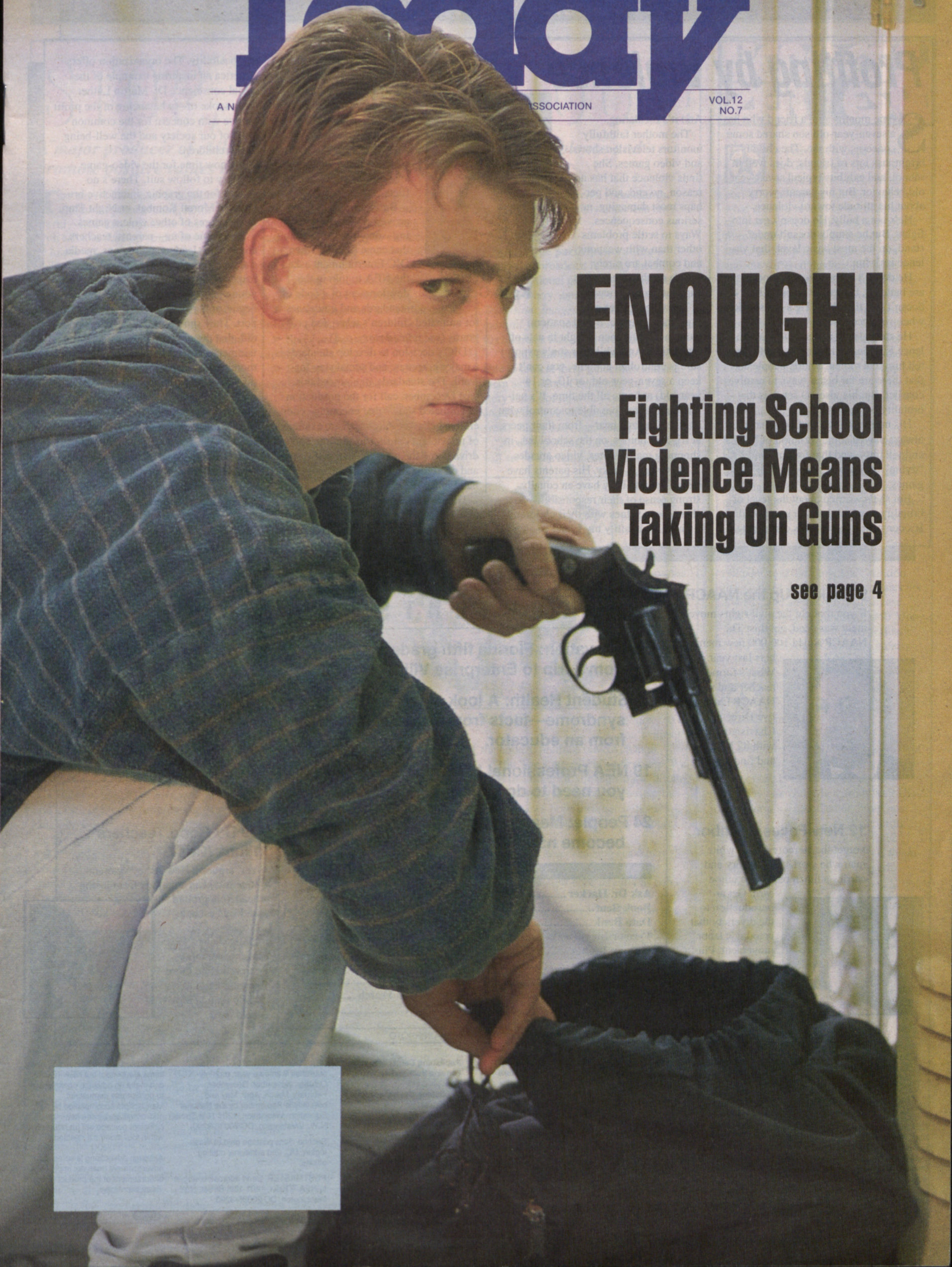


ENOUGH!

Fighting School Violence Means Taking On Guns

see page 4



PRESIDENT'S VIEWPOINT

Profiting by Violence

Some months ago, a friend who has a seven-year-old son shared some concerns with me. The child is bright, has lots of friends, does well in school, and exhibits typical seven-year-old behavior. But his parents worry about his attitude toward violence.

He's not a bully. He doesn't get into fights. But he simply doesn't understand, on the most basic level, that violence isn't fun.

He doesn't empathize when people are battered, beaten, or bruised. He doesn't feel their hurt. He's not shocked when violence results in death.

He struggles to understand that violence is wrong. His parents and teacher tell him that violence hurts people and that there are far better ways to resolve conflict. But his visceral sense is that brutality is fun.

His mother knows that boys have always played some variation of heroes and villains—and that fighting and "dying" have always been part of those games.

But she's worried about the level of brutality to which her son is exposed. It's constant, she said. It's distressing.

And it's escalating.

The mother faithfully monitors television shows and video games. She finds violence that has no reason, no end, and perhaps most damaging, no serious consequences. Ways to settle problems other than with weapons and combat are rarely shown on the screens that captivate young viewers.

The video games are especially graphic: Blood spatters, women scream, men delight in acts of mutilation. And while her son's exposure is controlled at home, you can't keep a seven-year-old (or 10- or 14-year-old) at home all the time. It's neither healthy nor possible to control what children see and hear—from their peers, at friends' homes, on the school bus, in shopping malls, stores, video arcades.

This child is lucky. His parents have strong values. They have an equally strong sense of their responsibility to share those values with their children.

In all probability my friend's son will



NEA President
Keith Geiger

come to understand the horror of violence. It's likely that this understanding will prevail over the excitement of television or video brutality. And he'll recognize that violence is not an acceptable way to solve conflicts.

But not every child arrives at this understanding—and it was this fact that came to mind when DIC Entertainment asked the NEA to join in the development of a code of standards and guidelines

for animated children's television programs (see related story, p. 3).

DIC's decision to develop standards is a major corporate and social step forward. The standards, announced this past December, call for the production of animated shows that encourage cooperative behavior, offer realistic examples of nonviolent conflict resolution, and drive home the message that self-respect and an abiding respect for others go hand in hand.

DIC has displayed to all the nation, and especially to America's entertainment industry, the meaning of corporate

responsibility. The organization offers America an inspiring example of the social conscience Dr. Martin Luther King spoke of—a balancing of the profit motive with concern for the common good of our society and the well-being of our children.

It's now time for the video-game industry to follow suit. There's no excuse for the graphic, interactive brutality of *Mortal Kombat*, or *Night Trap*, or the scores of other violent games.

Every one of us—parents, teachers, community leaders, politicians, media stars, and corporate executives—share responsibility for rearing this country's young people. Yes, the responsibility begins at home. But parents need support. They shouldn't feel, as my friend did, that they're pitted against an entertainment industry that gives little or no thought to social responsibility in its pursuit of corporate profits.

In any nation that aspires to fairness and decency, individuals and institutions must constantly balance their self-interest with the larger social interest. At stake are the character, the conscience, and the civility of our society.

The profit motive can never justify the violence to which our society exposes its children. A higher principle must guide us.

9 Shaking Up the NAACP

If you thought the civil rights movement was dead, get this: The NAACP added 100,000 new members last year. What's former teacher and new NAACP Executive Director Ben Chavis got to do with it? Meet him and find out.



12 New Faces of Labor

Forget the stereotype of a white man who works in a factory and carries a lunch pail and a union card. Get an introduction to the diversity that is today's labor movement. Plus a few facts for your files.



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Cover photo by Ed Elberfeld/UNIPHOTO

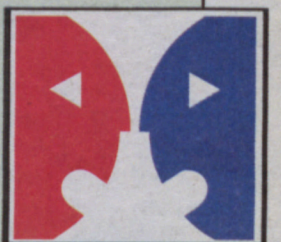
23 Then and Now

Ever worry that you'd become the old-lady-teacher you hated as a kid? A Maryland teacher explains how—slowly but surely—it happened to her. The thoughts of a veteran as she supervises two enthusiastic student teachers.



39 Do Good Teachers Flunk Kids?

Yes, argues a New Jersey veteran: Retention can stop kids from losing academic ground and self-esteem. No, says a Virginia teacher: Few events are more stressful and more damaging to a child than being held back.



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NATIONAL NEWS

STOP, DON'T SHOOT!

A major producer of children's cartoons joins with NEA to reduce violence and promote positive values in children's television programming.

The largest independent supplier of children's programming in the world—DIC Entertainment—has teamed with NEA to develop guidelines intended to improve television shows for kids.

The 12-point code will guide DIC script writers, animators, and directors in the coming year and will affect shows produced for the home video, cable TV, and syndication markets.

DIC, which produces nearly 200 hours of children's programming a year, is responsible for many popular series, including Captain Planet, Madeline, Dennis the Menace, SuperMario Brothers, and Inspector Gadget.

The ground-breaking agreement was reached in December, soon after a meeting of representatives from the broadcasting industry, higher education, and the NEA in Los Angeles.

"NEA is proud of DIC Entertainment," NEA President Keith Geiger told the media. "The company has taken the initiative and responded to what educators and the public see as a major problem."

That problem: excessive violence and a lack of quality programming for children. *CQ Researcher* estimates that the average American child watches 8,000 murders and 100,000 acts of violence before finishing elementary school. And in a recent poll done for the Corporation for Public Broadcasting, eight of 10 adults say television as a

whole is too violent.

The new code is seen by many in the industry as a way of addressing broadcasters' responsibility to children.

In brief, the code calls for story lines that:

- Enhance children's self-esteem and foster cooperative behavior.
- Avoid dangerous stunts that can be imitated by children.
- Show antisocial behavior as unacceptable.
- Resolve conflict using dialogue, negotiation, and mediation.

will enhance children's vocabularies.

- Support a healthy and clean environment.

One of the participants at the December broadcast industry meeting was educational psychology professor Gordon Berry, author of *Children and Television: Images in a Changing Socio-cultural World*, and a frequent consultant to children's television programs.

"I think that creative people should be able to look at these guidelines and use them as a point of departure for their story lines, for how they build characters and for the level of action adventure they create at any one time," Berry says.

"Most important," he adds, "the code will serve as a reminder of the special

role and impact that television plays in the lives of children."

"This code encompasses values we've always tried to encourage," says Robby London, DIC senior vice president of creative affairs, "so I don't expect

the code to produce radical change.

"But," he stresses, "it's a first step. We hope that others in the industry will join us voluntarily in embracing these principles. And we hope the code will stimulate further dialogue on a very complex subject."

Cartoon viewers can expect shows produced by DIC Entertainment to adhere to the new code as early as this fall.

—Stefanie Weiss



Above, some of the many cartoon characters from shows produced by DIC, Inc.

- Avoid gratuitous, graphic, and excessive violence.
- Avoid mistreatment of animals.
- Carry the clear message that "crime doesn't pay."
- Show supportive adults in family settings and in positions of authority.
- Avoid demeaning physically or mentally disabled people.
- Portray diversity along gender, race, color, age, religion, and class lines.
- Avoid vulgarity and use words that

Harnessing Television's Power

You've heard of critical thinking skills. Now come "critical viewing skills."

With help from NEA and other major education organizations, the cable television industry has launched a series of "critical viewing" workshops for parents and teachers in major U.S. cities.

The workshops—sponsored by Cable in the Classroom and the National Cable Television Association—will offer adults practical suggestions on how to harness the power of television and control its impact on children.

"Our goal," explains Bobbi Kamil, executive director of Cable in the Classroom, "is that parents and children

together will develop a plan to use television—rather than be used by it."

"Teachers have long known the power of television," echoes NEA President Keith Geiger. "Helping children become critical viewers empowers them to use TV effectively."

Members of the San Diego Classroom Teachers Association were the first teachers to attend the workshops, in February.

The cable industry plans to offer the workshops—developed by Renee Hobbs, director of Harvard's Institute on Media Education—in a dozen other major cities this spring.

For more information, contact Sharon Metcalf, Cable in the Classroom, 1900 N. Beauregard St., Suite 108, Alexandria, VA 22311.

One major cable television operator, Continental Cablevision, the nation's third-largest cable company, has begun publishing a new magazine especially designed to help parents plan their kids' television viewing.

The 32-page *Better Viewing* guide includes programming recommendations for February and March and is being distributed through libraries, schools, and PTA's in Continental's service area.



A Friends-In-Deed Award to the Cedar Falls (Iowa) Education Association for its support of local teacher Sue Kimball. In what seems a revival of the biblical story of Job, Kimball's son with cystic fibrosis developed bone cancer, her father and step-mother passed away, and she suffered medical problems of her own—all in a short period of time.

Quick to rally, the CFEA and the entire Cedar Falls community raised more than \$13,000 to help Kimball defray medical and travel expenses (Kimball's son is getting top-of-the-line care 1,000 miles away) and to help pay for substitutes so Kimball won't have to worry about leave without pay. A winter's tale that warms the heart.



A Big-Sky-cowpie to those short-sighted Montana folks intent on slashing school funding. In the past year, organized anti-tax, anti-public school groups have helped compel the state legislature to cut \$50 million from state public school funding. Groups like United We Stand-Montana, Montanans for Better Government, and the Christian Coalition have helped defeat a statewide sales tax and suspend an income tax increase. "It's death by strangulation," says Montana Education Association President Eric Feaver. "And it's causing greater reliance on an inequitable and endangered property tax system."



Some hit songs from the entertainment industry: *Hero* by Mariah Carey (below), who donated proceeds from her song of the same name to families of the victims of the Long Island train shooting...Plus *Be Our Guest* from Walt Disney World's Epcot Center. From now until the end of '94, Epcot's offering free admission to all certified K-12 teachers...And don't forget *It's a Beginning* from Genesis-creator Sega of America.

Sega announced it will voluntarily rate its video games, letting parents know when games are okay for kids, when discretion is required, and when games are adults-only.



A Grandmothers-Will-Be-Next Award to the Pinckney, Michigan, School Board for putting its entire school district up for sale. When courts foiled an attempt to subcontract transportation services, the school board decided to abdicate responsibility for the whole ball of wax. In January, board members signed a letter of intent to give Education Alternatives, Inc. a five-year contract to run local schools for profit.

COVER STORY

I

n Columbus, Ohio, a teacher tutored a student for half an hour. The teacher was pleased with the student's progress, and the student seemed

happy and eager to learn. Minutes later, that same student walked into another classroom and pulled a gun on a group of classmates who'd been teasing her.

In affluent Fayette County, Kentucky, an annual security report of area elementary, middle, and high schools cited 14 charges against students for carrying concealed weapons. Among the weapons: a .38 caliber pistol, a .22 caliber Beretta, and a .38 Derringer.

And in East Baton Rouge, Louisiana, the number of incidents involving weapons rose 77 percent last year, prompting alarmed educators to mobilize the entire community around the issue of violence.

Three locations, three different incidents, one common denominator: guns. Across the country, the reality of violence, and particularly gun violence, has changed not only the safety of schools but the future of children's lives.

IN LOUISIANA:**Organizing Community Action**

"I was talking with my students the day after a child brought an unloaded gun to our school," recalls Susie Rivet, a pre-K and kindergarten teacher at Polk Elementary School in East Baton Rouge, Louisiana.

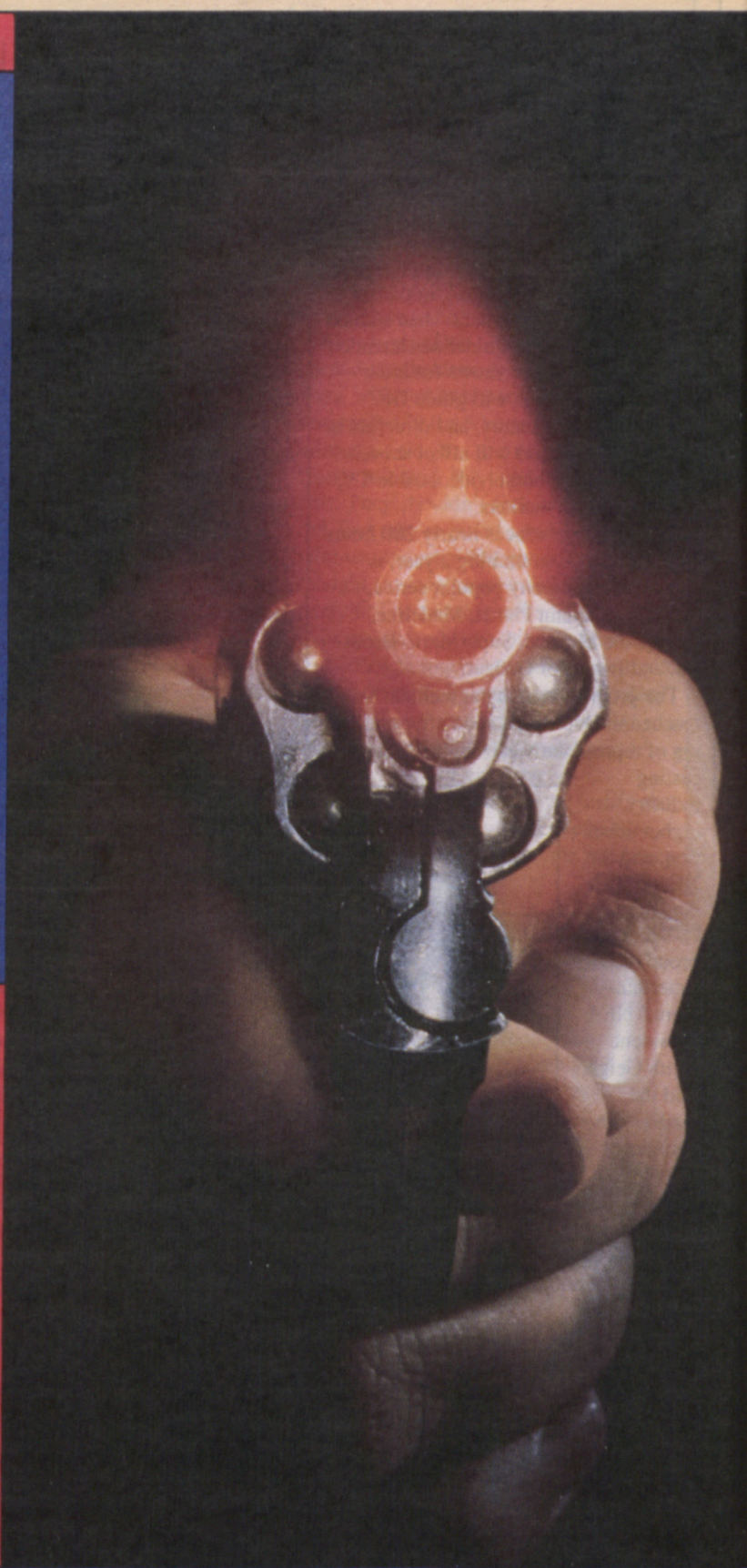
"I was shocked when they spoke frankly about knowing other kids who'd been shot or carried guns. And when children ages 4, 5, and 6 know the difference between various bullets, you know you have to do something."

Today, Rivet sits on a districtwide anti-violence committee that's set its sights on getting guns out of the schools.

"With the rise in weapons incidents and the widening concern about discipline and school safety, we believed that, as an Association, we had to take the lead," Rivet says.

FIGHTING SCHOOL VIOLENCE MEANS TAKING ON GUNS

*Every two days, 25 children—
an entire classroom—are killed by
guns. To stop this deadly trend, NEA
members are working hard to keep
guns out of children's hands and
violence out of their lives.*

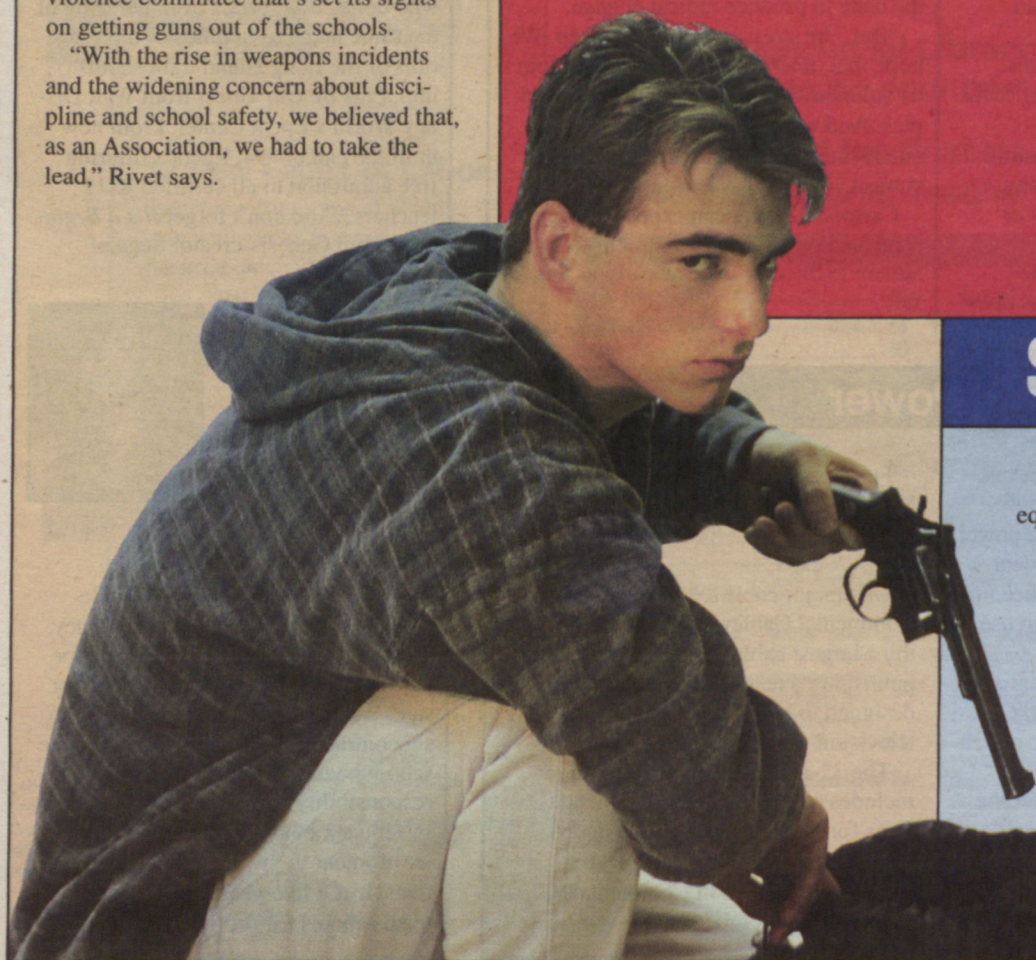


Sobering Statistics

- Nearly 50,000 children were killed by firearms between 1979 and 1991, equal to the number of American battle casualties in the Vietnam War.
- In 1991, 5,261 children and teenagers died as a result of firearm injuries.
- Every two hours, a child dies from gunshot wounds.
 - Guns are the number one cause of death among 10- to 24-year-old Black males, and the number two cause of death among all 10- to 14-year-olds.
 - Every day, 30 children are injured by gun violence.
 - The average hospitalization cost for a child injured by a gun is \$14,434—enough to pay for a year of college.
 - Every day, 1.2 million latchkey children come home to houses in which there are guns.

Sources: Children's Defense Fund, National Association of Children's Hospitals and Rehabilitation

Ed Elberfeld/UNIPHOTO



COVER STORY

So the members of the East Baton Rouge Parish Association of Educators took action. Step one: a survey of more than 2,000 area teachers and education professionals.

The survey, conducted last year, asked the educators to identify the problems in their schools. Many teachers described discipline problems and a rising number of suspensions and expulsions.

With results in hand, the Association offered the school board an extensive list of recommendations.

The board promptly set up a 20-member anti-violence committee that included students, parents, and administrators. The Association made sure teachers were also included on the committee.

"We've only met a few times, but we're already grappling with the issue of guns," says Rivet. "We're currently reviewing district recommendations to install metal detectors and to pilot the removal of lockers and the use of see-through backpacks. And there's a tax proposal to fund a number of measures, including installing more fences, and hiring more security personnel."

What Association members are proud of is the new alternative school for violent and disruptive students that recently opened. "This program not only puts them in a place where they receive treatment, but continues their classroom learning," explains Rivet.

"We fought hard for this because we believe that the only way to keep these kids from a future that may include gun violence is to create an environment that teaches them alternatives to violence."

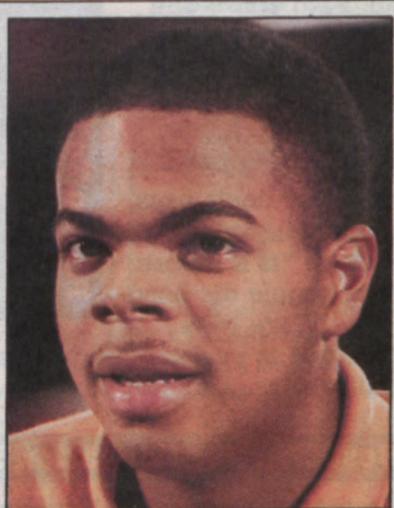
The Association's effort appears to be working. "With the new alternative school, an upcoming public forum to address violence, and now visible measures to address the issues of guns, our community—not just our Association members—feel we're tackling this issue head on and restoring safety to our schools and our neighborhoods," says Rivet. "All of this I attribute to the survey and our Association's efforts."

IN KENTUCKY: Pushing for Gun Control

In the bluegrass country surrounding Lexington, Kentucky, Association members fighting violence have a new rallying cry: tougher gun laws.

"We may live in the land of Daniel Boone, but we believe in legislation that will guarantee truly gun-free schools," explains Judy Johnson, president of the Fayette County Education Association.

Last year, two school employees were



Virginia high school student Daymon Venable, shot by another student last year, testifies at the Children's Express hearings. Students, teachers, administrators, and government officials, including Attorney General Janet Reno, attended the hearings last fall at NEA Center.

shot and killed last year at East Carter High School in Grayson, just east of Fayette County. The shooting and concerns about school safety in their own county prompted FCEA members to act.

"Fayette County is in an affluent area, but we're not immune to violence," says Johnson. "We began monitoring school security reports and found the number of weapons incidents increasing. Those of us who teach in high schools felt violence could happen anywhere, and

we decided it was time to take action."

So Johnson and other FCEA leaders brought the issue before the school board, which quickly promised to expel students who brought weapons to school.

But FCEA members wanted to dig to the root of the problem. They wanted to make it tougher to get a gun and tougher for children to have access to one.

"In this state, guns just float around. Juveniles have even been able to rent them," adds Johnson. "We believe there must be tighter restrictions and stiffer penalties, and every adult owner of a gun must be held accountable."

Johnson testified before a grand jury session to discuss the issue of teens and violence. "We called attention to the rising numbers of assaults and weapons incidents, and we restated our firm belief that without gun-free schools our children don't have the chance to learn."

"The grand jury agreed and came up with very strong recommendations for tougher gun control, stricter juvenile accountability laws, and better communication between social services and schools. We were ecstatic because all of these recommendations supported what we were saying," recalls Johnson.

Association members have also stepped up the pressure by lobbying for the gun control laws, taking part in anti-violence forums and coalitions.

Gun legislation isn't the only front the FCEA is working on. The Association's pushing legislation strengthening the link between schools and social services, school safety assessments, and conflict mediation programs in all schools.

These will come in time, says Johnson, but first, "we've got to get the guns out of our schools."

IN OHIO: Going to Court

Bob Buelow, former teacher and current staff consultant for the Columbus (Ohio) Education Association, wasn't surprised when a student pulled a gun on another student in class last year.

"Earlier this year, a MAC 10, similar to an Uzi was found on one campus, and the threats of such incidents are increasing. Recently, four teachers at four different middle schools were assaulted. During the assaults, two teachers were told, 'I'll be coming back, with a gun.'"

CEA has been quick to respond. Unfortunately, the Columbus school administration hasn't.

"We're remaining vigilant over an administration that doesn't want to admit these troubles exist," says Buelow. "That means enforcing a contract that says our members have the right to go to court over these assaults. It means keeping track of weapons reports and keeping our own tally of incidents."

And it means, says Buelow, that when the district doesn't respond, CEA will be there for its members.

"Our members have the right to safe

schools as much as the students have the right to safe schools," says Buelow. "We don't have any qualms about stepping in to protect them."

CEA also doesn't have reservations about sending its members back to school. Together with Ohio State University, CEA developed a 10-week course for teachers titled "Strategies for Daily Survival."

In the course, members listen to panel discussions on school violence, including a discussion on weapons, and learn self-defense and stress management.

In the coming months, CEA will wage a public awareness campaign on weapons using posters asking students to "Save a life, turn in a weapon."

"Community officials can't ignore the problem any longer," says Buelow. "We won't let them."

—Anita Merina

NEA Sets School Safety Strategy

On the national level, NEA is working on many fronts to reduce gun violence and improve school safety.

Legislatively, NEA has played a key role in the fight against violence. For years, NEA supported the Brady bill, signed into law by President Clinton last year. It establishes a five-day waiting period for handgun purchases while local and state law enforcement conduct background checks.

NEA's commitment to stop gun violence goes even further, with support for the Omnibus Crime Bill (H.R. 3355/S.1607), which bans 19 types of assault weapons. NEA also supports the Safe Schools Act, an initiative providing grants for innovative efforts to eliminate violence in schools.

NEA recently joined the National Coalition Against Violence, an effort by advocacy groups and the media to address the issues of youth violence, guns, and individual, parental, and communal responsibility. CBS and FOX, members of the coalition, have tentatively scheduled "Kids Killing Kids," a one-hour, commercial-free special on April 26, as part of a week of activities on violence. Check local listings.

NEA has also raised public awareness of violence. Earlier this year, NEA hosted the Children's Express hearings on violence, which included testimony by young victims and policy leaders like Attorney General Janet Reno.

And for Association members, NEA is producing resources and training materials to help combat violence in schools.

East Baton Rouge Parish elementary teacher Susie Rivet (left) and Association President Mary Belanger say educators play a critical role in the fight against violence and guns.



John LaBange

HUMAN RIGHTS

Teachers Press for Better Textbooks

NEA members are working on the local and state level to force publishers to capture the full diversity of the country in their textbooks.

NEA members have made it their business to get their school systems to adopt textbooks and other materials that reflect today's ethnic and racially mixed student population.

Flint, Michigan fourth grade teacher Cleorah Scruggs is one of these activists. To her, multiculturalism—in all aspects of schooling—is critical to quality education.

Scruggs sits on her district's K-12 textbook selection committee, where she's a consistent voice for books that are representative of today's America.

In her own classroom at Roy Wilkins Accelerated Elementary School, she's completely integrated multiculturalism into the curriculum with works of fiction and nonfiction that realistically and sensitively portray different cultures.

"I only choose materials that teach critical thinking skills, are non-stereotypical, and promote gender equity," Scruggs says.

Last year, Scruggs went a step further by bringing in guest speakers and local performers from each of the four major minority groups.

In Texas High School in Texarkana, social studies teacher and NEA member Robert Deck teaches an elective called The Multicultural Experi-

ence.

When he created the course last year, Texas had no state-approved textbooks on multiculturalism, so he did what many good teachers have done: he got primary source material from the library.

"I made my own text that compared the histories and core beliefs of several racial and ethnic groups. My goal was to stop kids from having preconceptions about other people."

In the Indianapolis public schools, almost 80 education employees and community members are involved in selecting textbooks that reflect many perspectives and groups.

They avoid books that contain stereotyping and offensive language, include only one perspective, promote unreal views of the world, and render some or all minorities invisible.

"Textbooks are doing a much better job than in the past," notes Pat Brown, an NEA member and director of the Indianapolis Office of Multicultural Education. "But there is still too much fragmentation and isolation; we minorities need to be part of the regular run of history."

Textbooks are doing a better job—thanks in large part to a

20-year-old national movement to include greater diversity.

According to Roger Ragolin, vice president of the Association of American Publishers (AAP), "A generation ago we had a 'head count' attitude. The number of minorities shown was in proportion to their number in our population."

More public pressure has led to more change. "Now," explains Ragolin, "we're giving greater exposure to primary sources and looking at whole cultures rather than just significant individuals."

NEA and the AAP have recently joined forces to promote greater diversity in curricular materials and textbooks. NEA's Minority Affairs Committee will soon meet with representatives from AAP.

And NEA's annual Joint Conference on the Concerns of Minorities and Women will feature sessions on ethnic and gender issues in textbooks this June in New Orleans.

NEA's goal: to create a lasting relationship between publishers and NEA members who will serve as textbook advisers and readers.

Still, a good letter from an individual teacher will go a long way toward producing change from the textbook industry.

Says Ragolin: "Textbook publishers are very responsive to letters of concern from teachers.

Correspondence to the editor-in-chief or to the publisher of the company's school division will have a real impact."

—Melissa Etlin
NEA Human and Civil Rights

WASHINGTON WATCH

Sen. Paul Wellstone

(D-MN) is making his name as the leading Senate sponsor of a single-payer health care plan. "Every month we don't pass health care reform," he says, "is a month when people die needlessly." Like NEA, Wellstone is pushing for universal coverage, quality care, and cost controls.

Person To Watch



Best Win For Education Employees

In a big victory for quality education, the Senate passed the NEA-supported Goals 2000: Educate America Act. This measure, which the House passed last year, will provide \$400 million to help states establish high standards and rigorous assessment mechanisms, as well as give grants directly to local school districts for systemic reform.

Biggest Loss

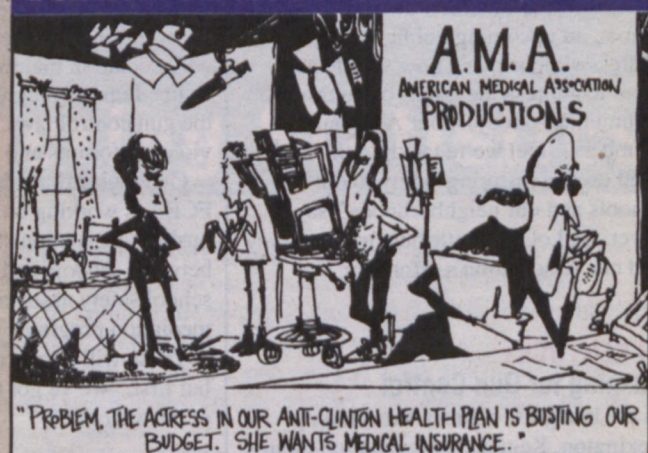
Two great friends of education announced plans to retire this year. Rep. William Ford (D-MI), chair of the House Education and Labor Committee, has championed every major piece of education legislation since 1965. He'll retire after 30 years in Congress. Rep. Don Edwards (D-CA), one of Congress' foremost champions of civil liberties, will retire after 32 years of service.

And What You Can Do

Efforts persist to channel federal funds to private and parochial schools. Members of Congress need to hear from you on the importance of defeating any and all initiatives that

would divert needed resources from public schools to private ones. Address mail to the U.S. House of Representatives, Washington, DC, 20515, and to the U.S. Senate, Washington, DC 20510.

Political Cartoon of the Month



Congressional

Quote of the

Month

"Educational excellence and health security are inextricably linked."

—Rep. Major Owens
(D-NY)

MULTICULTURAL SELECTION CRITERIA

The following recommended criteria for textbook and classroom material selection were produced by the Council of the Great City Schools, a national advocacy group for urban education.

- **Accuracy:** Examine language, concepts, and visual materials for historical truth.
- **Representation:** Include underrepresented or misrepresented groups as well as groups that are usually omitted.
- **Comprehensiveness:** Ensure that treatment is not shallow. Bibliographies should provide resources for further in-depth study.
- **Indigenous perspective:** Make sure that the internal perspective is given. Use primary materials from the culture. Provide conflicting or controversial views from historians.
- **Equity:** Use curricular materials to promote each group's strengths, uniqueness, and interrelatedness. The American Dream belongs to us all.

Local Look

NEW JERSEY

Severance Security

In North Hunterdon, teachers, custodians, and secretaries united to win a unique form of compensation: one year of severance pay to employees whose jobs have been subcontracted.

Two years ago the school board contracted out bus drivers' jobs, and in current contract negotiations it threatened to do the same to the custodians' and secretaries' jobs.

The board also offered not only substandard wage increases to the teachers, but also no raises for the support staff.

The 265-member local fended off such divide-and-conquer tactics with a two-day walkout last October.

"We stood together and said no to firing loyal, hard-working veteran staff members," says Nancy Dontzin, president of the North Hunterdon Regional High School Education Association. "That brought about a settlement with job security for our members"—and raises for the secretaries and custodians.

TEXAS

No Free Lunch

After the high school in Campbell burned down in February 1992, students had to eat lunch outside, and teachers were required to supervise them during their lunch break.

At first, teachers didn't mind pitching in. But, at the start of this school year, members of the Campbell Education Association found themselves still without the 30-minute break mandated by state law.

Those who belonged to the Association of Texas Professional Educators didn't find much recourse there—in part because many of their building representatives were principals.

So teachers formed their own NEA local, recognizing that "we needed an organization behind us to be able to get some of the rights we deserve as teachers," says Rosalie Lorenzen, president of the new Campbell Education Association.

With the help of UniServ Director Debbie Stevenson, they made clear to the school board that it was violating state law. The school district would "rather have little ripples," says Lorenzen. "We made a big wave."

The school board soon

IN MONTANA

Teen Dads Get Attention, Too

Most programs that attempt to help teenage parents focus mainly on the mothers. So, in Billings, the Young Families Program has targeted part of its outreach on fathers.

"Young men need encouragement to participate in their children's lives," says BEA member and longtime teacher Avis Stapleton.

Three years ago, she was hired by the Billings school district to spearhead the Young Families Program, which for the past 10 years has provided teen parents with day care and classes on parenting skills while they stay in school.

Less than 1 percent of the program's participants had been male. So Stapleton has developed a program, funded in part by a \$3,000 NEA Urban Grant to the Billings Education Association, that would provide young fathers with their own counseling, support, and training.

In addition to learning the same "life skills" the mothers are taught—holding, playing with, and feeding their children—fathers can participate in group sessions geared specifically for them on educational goals (unmarried teen fathers are more than twice as likely to drop out of school as other teen males), dealing with anger, and the realities of parenting.

The program touches on "how these fathers can share parenting with a woman they no longer have a relationship with," says Stapleton. The young men are also encouraged to become financially responsible, and are provided career counseling as well as guidance on how to file child support papers.

Since its inception in 1984, teachers, school counselors, and community agencies have been referring teenage parents to Young Families, which now operates out of a homey, spacious wing of a renovated school building. The program, which receives funds from Head Start, has reached 350 families to date. And the NEA Urban Grant not only allows the program to expand to fathers. It also acknowledges that Billings, a city of 100,000, "must deal with all the usual urban problems—poverty, drugs—just on a smaller scale," says UniServ Director Steve Henry.

Classes on parenting skills, infant CPR, and nutrition are offered by a team that includes Stapleton, a visiting nurse, and a nutritionist. Students attend for two class periods a day, for which they get class credit, and return to their regular high school for the rest of the school day.

More than 90 percent of the parents enrolled in the Young Families Program have stayed in school. Many have graduated and gone on to college—last year, in fact, a record 25 participants received their diplomas. And now young fathers have a place of their own.

Stapleton's enthusiasm for the program's potential to provide support for all young parents is boundless. "I guess it sounds utopian," she says, "but I think we at least have to try to make a difference."



Billings teacher Avis Stapleton counsels a teen father. Stapleton directs the district's Young Families Program.



Photographs by Kyle Brehm

Tobee Keutla rocks his daughter to sleep, a parenting duty he's learned by attending a program funded in part by an NEA Urban Grant to the Billings Education Association.

adjusted schedules to give everyone a break.

INDIANA

Plights at the Roundtable

The Indianapolis Education Association and other metro area Associations are busy

producing a TV series called "Advancing Public Education," hoping that it will do just that.

Awakening community awareness is crucial at a time when the Indianapolis School Board is searching for \$9.6 million in budget cuts. The board's proposals are "cutting too close to the classroom," says Kerry Brown, president of the 2,700-

member IEA. Layoffs and subcontracting would be especially foolhardy now, when enrollment has increased at Indianapolis schools. At press time, the issue remains unresolved.

For the TV show, which is broadcast on local cable stations, metro area teachers engage in roundtable discussions on issues such as "Myths

in Public Education"—the March 3 topic. "There's been a vacuum of accurate information on public schools, and we wanted to fill it," says UniServ Director Theresa Turner.

DELAWARE

Rapid Response

The Seaford Education Association has emerged from a war of words with its dignity intact.

A local columnist, armed with ammunition like last year's *Forbes* article attacking the NEA, set her sights on the local Association and its efforts in the western Delaware city.

SEA fired back its own replies to the columnist in the same local newspaper, then took the high road.

"Rather than continue to respond to attacks, we set out on our own campaign, garnering public support," says SEA President Bob Darden. "That's the way to disarm these folks—with the truth, using their own medium and public approval."

FLORIDA

Pinched Clay

Don't come to Clay County to teach. That's the simple message the Clay County Education Association is sending out—literally.

Teachers in the 840-member local have been working without a contract since last May. The superintendent has excluded them from committees working on Blueprint 2000, the state's education reform plan. And teachers have been moved out of field without any training for their new assignments.

Because of this "insensitivity to our professional rights," says CCEA President Tara Richardson, the Association has sent out a "Proclamation" that reads, in part: "Be it resolved that ... the Clay County School District is an undesirable place to teach since it is extremely difficult to carry on a quality program of education under existing circumstances."

The proclamation has been sent to colleges throughout the Southeastern U.S. and publicized in the district.

CCEA is receiving support not only from the community, but from a mortified Chamber of Commerce. The school board will vote on a new contract in early April.

—Leona Hiraoka

State Side

MICHIGAN

Reversal of Fortune

On March 15, Michigan residents will vote not on whether to fund public education, but simply how.

State lawmakers have come up with a way to fund schools that calls for property tax cuts and either a sales or income tax increase.

The plan pleases thousands of Michigan Education Association members who lobbied for months after legislators eliminated all property taxes last summer.

In a move toward equity, all of the state's 560 districts will be given at least \$5,000 per pupil within five years. "This plan brings the bottom up," explains MEA President Julius Maddox, "but without taking money away from the top."

The law also mandates two MEA priorities: a core curriculum and site-based decision making statewide. It also establishes public charter schools and a longer school year.

MASSACHUSETTS

Healthy Choice

The Massachusetts Teachers Association has devised a way to cut health insurance premiums by an estimated 15 to 20 percent.

How? By setting up a jointly managed trust (JMT) agreement for some 350 employees at three different schools, paving the way for other locals across the state to do the same.

Equal numbers from management and labor sit on a board to determine benefits and costs, so employees "become educated consumers, and fewer benefit dollars are wasted," says MTA President Robert Murphy. And combining smaller employee groups under one plan reduces employee premiums and cuts administrative costs.

MTA, working with the Minuteman Faculty Association, North Shore Education Association, and Whittier Regional Education Association, reached this agreement with district management in December.

CALIFORNIA

After Shocks

After the January earthquake rocked Southern California, the California Teachers Association

THE JOB MARKET

Working Through the Figures

Since March 1991, the employment scenario in some states has grown rosy, in others, bleak. Some 1.9 million jobs have been created since then, though many are temporary or low-paying.

California and some Northeast states have been hard-hit by corporate restructuring and cutbacks in the defense and high-tech industries. Connecticut, New Jersey, and California showed the greatest percentage of job loss. In contrast, three Western states—Idaho, Utah, and Montana—experienced the largest percentage increase.

Listed below are the numbers of jobs, in thousands, that each state gained or lost, grouped by NEA region.



Northeast

Connecticut	-83.5
Maine	-6.6
Massachusetts	-92.8
New Hampshire	4.3
New Jersey	-131.1
New York	-272.3
Pennsylvania	-38.5
Rhode Island	-5.3
Vermont	0.3

Southeast

Alabama	45.4
Arkansas	48.7
Florida	184.2
Georgia	131.3
Louisiana	24.3
Mississippi	58.3
South Carolina	35.7
Tennessee	94.7

West

Arizona	62.9
Colorado	106.0
Kansas	38.4
Nebraska	11.9
New Mexico	33.8
Oklahoma	19.2
Texas	253.3
Utah	68.3
Wyoming	3.0

Mid-Atlantic

Delaware	-0.1
District of Columbia	-3.5
Kentucky	64.3
Maryland	-53.2
North Carolina	150.0
Ohio	33.6
Virginia	16.9
West Virginia	20.1

Midwest

Illinois	5.4
Indiana	68.5
Iowa	22.9
Michigan	49.4
Minnesota	104.7
Missouri	17.3
North Dakota	13.9
South Dakota	21.7
Wisconsin	96.6

Pacific

Alaska	9.3
California	-441.0
Hawaii	-5.0
Idaho	31.9
Montana	23.0
Nevada	32.9
Oregon	44.0
Washington	61.0

Source: Associated Press

parents, called in with questions for the program's guests.

Said NCAE President Rose Marie Lowry, who appeared on the show. "There are parents out there who really don't know where to turn for answers, and we were able to provide them with a real service."

WYOMING

Building Equity

The Wyoming Education

Association has been arguing that public school funding throughout the state is inequitable, and the state district court recently agreed.

In particular, the court struck down local revenue mill levy options that disproportionately favored mineral-wealthy districts. The court failed to accept WEA's arguments for striking the current revenue distribution formulas in favor of a system that equalized purchasing power and considered different specific educational factors beyond size of districts.

"Our interest has been to ensure that no student suffer based on where he or she lives," notes WEA President Jim Fother. "Providing the revenue necessary to effect a quality education for all students is the responsibility of the state, not the local community."

WEA has appealed parts of the decision to the Wyoming Supreme Court.

ARKANSAS

Head Start

Arkansas is among a growing number of states threatened by school vouchers. But the Arkansas Education Association is engaging the battle early on.

A Ft. Smith attorney has submitted three proposed ballot initiatives on vouchers, one of which would divert almost \$234 million from public education in four years. But he needs 70,000 signatures by July 4 to get the amendments on the November ballot.

Instead of dueling at the ballot box, AEA's task force on preserving public education is working to educate voters now and discourage them from signing the petitions to begin with.

This, says AEA President Grainger Ledbetter, is the best way to prevent public education from being "hijacked by irresponsible extremists."

—Leona Hiraoka

stood ready with plans to help members cope.

The Association's disaster relief fund will provide some hard-hit members with grants or interest-free loans. The Foundation to Assist California Teachers (FACT) is providing "grocery money" to tide teachers over the worst times.

CTA is accepting contribu-

tions, which may be sent to the Disaster Relief Fund, FACT, P.O. Box 4178, Burlingame, CA 94011-4178.

NORTH CAROLINA

Taking a Cue

Move over, Oprah. The North Carolina Association of

Educators has hit the airwaves with a 10-week series of live TV call-in programs on education issues.

"Parents and Schools" recently aired on cable systems throughout North Carolina. Topics covered included school violence, student assessment, and positive approaches to discipline. Viewers, many of them

Meet:

"We talk about passing the torch. The torch is there," asserts Ben Chavis, executive director of the NAACP. "The question is how do we keep it lit?"

Less than a year into his leadership of the nation's oldest and largest civil rights organization, Chavis is hardly in the dark when it comes to answers.

In the past year—the NAACP's 75th—membership has grown by 100,000. An NAACP life member launched the successful "guns for toys" movement. And the NAACP has stepped up efforts to fight resegregation, "integrate Wall Street," and end "environmental racism."

Chavis' qualifications to lead the fight are unquestioned. In the years since he led a militant group of civil rights activists known as the Wilmington 10, the ordained minister and former teacher has earned a national reputation as a speaker, columnist, administrator, and above all, as a powerful advocate for human and civil rights.

NEA Today staff writer Victoria Lytle met with Chavis just after he delivered the annual Martin Luther King, Jr. lecture at the Smithsonian Institute in Washington, D.C. in January.

As head of the NAACP, what's your top priority?

My first priority is to reach out to the millions of young people in this country who want to be part of the civil rights movement. I believe that the future of the civil rights movement will be dependent upon, in large measure, how well we embrace our youth.

Is that the explanation behind your remarkable membership growth?

Yes, in part. Our membership is up to 615,000, and most of the new members are under the age of 20. We're reaching out to young people using the media that young people use. For example, we've done stuff on MTV. We have a song—"Come Back Home to the NAACP"—that plays on popular radio stations.

The first thing I did when I became executive director was to go to a public housing project. I stayed in the 'hood because I wanted get to the heart of the issue right away. I wanted to show that no person is so far down in our society that they can't be reached. The civil rights movement must continue this outreach.

Can you reach gang members and others caught in lives of violence?

Sometimes. The NAACP has sponsored successful summit meetings to get gangs to disarm and to help restore peace to some inner-city neighborhoods in Kansas City, Los Angeles, Cleveland, Minneapolis, and Chicago.

But it's important to understand the cause of the violence. The rise in crime and violence in the nation is directly proportional to the growing economic inequality permeating communities that have been historically consigned to



Ben Chavis

NAACP's Man of the Moment

poverty, exploitation, and degradation.

In our communities young people go from childhood to adulthood—there's no adolescence. Because of the demands of family economies, young people of eight, nine, ten have to go out and earn an income so the family can eat.

What's the answer?

The guns-for-toys movement—started by a 34-year-old life member of the NAACP—is one way to get guns out of our communities. But once these young persons lay down their weapons, the question is what will they pick up?

We believe they need job training, employment opportunities, a good education, and a mentorship program that will follow them into adulthood.

It's been 40 years since *Brown v. Board of Education*. Are you still fighting for integrated schools?

Absolutely. The NAACP will not retreat

from our historic stance favoring school integration. Forty years after the Supreme Court ruled that "separate and unequal" schools are unconstitutional, many school districts throughout the nation have rigidly resegregated. That's racial discrimination in our educational system, it's intolerable, and we will not rest even if we have to relitigate every single school desegregation case.

Are there new educational issues?

Of course. Today, the issue is beyond a mere quantitative test of racial equality in the nation's public schools. The issue is the quality of the education our children are receiving in the public schools.

I'm worried about the trend toward privatization. People are trying to dismantle the public school system by means of privilege vouchers and other schemes. For the sake of equal opportunity, among other things, I think this nation must reassert its commitment to

quality public education.

In your speech, you spoke about economic integration. Will you elaborate?

The civil rights movement will, of necessity, have to concentrate more on economic development, economic empowerment, and helping to ensure a stronger economic infrastructure within the African-American community, as well as other people-of-color communities.

As I said earlier, participating solely by political means in a democratic society is grossly insufficient. We now will also struggle to desegregate Wall Street and corporate America. As we participate in today's economy, there must be greater equity and equality.

You were among the first to use the term "environmental racism." How do you define that?

Environmental racism is the deliberate targeting of people-of-color communities for hazardous waste sites. It's the unequal enforcement of environmental laws and regulations. It's the disproportionate presence of toxic-emitting industries in poor and people-of-color communities. It's the attempt to exclude people of color from decisions on public policy concerning the environment. Environmental discrimination is an insidious form of racial injustice—and it's a life and death issue.

What will the NAACP do about it?

We're working for fundamental reform of the Superfund legislation, but so far, the government hasn't provided adequate cleanup of our communities.

And we're organizing communities around this issue. I tell audiences all the time: The forces that will callously degrade the ozone layer in the heavens are the same forces that will degrade the quality of life in the 'hood.

You started out as a science teacher. What can teachers do to advance a civil rights agenda?

Teachers have an optimum opportunity to posit values as well as knowledge. And I think that the role of teachers should be expanded to include advocacy of social change. We must enable students not only to learn but to apply their learning.

Sometimes in curriculum development, there's a tendency to put civil rights in a corner, but the movement has permeated the totality of institutions. Rather than learning about the civil rights movement only during Black History Month or on Martin Luther King Day, it should be integrated into the entire curriculum. Even in science and math.

Finally, I would encourage teachers to get students involved in the Academic, Cultural, Technological and Scientific Olympics (ACT-SO). The NAACP sponsors this annual competition to encourage African-American youth achievement in educational and cultural development. So far, the program reaches 250,000 kids in more than 800 communities.

RESOURCES

TV Tips

Answering Children's Questions: President Clinton—ABC, check local listings for date and time. The latest in a series of open forums with children, this program will be broadcast live from the White House with ABC News anchor Peter Jennings as host.

Investing ABC's—CNBC, Sundays,

4:30-5 a.m. check local listings. This program takes students behind the scenes of the business world to explore how financial markets work. (No restrictions on taping.)

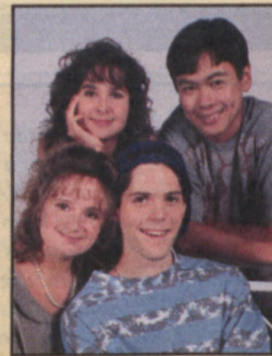
Lives in Hazard—NBC, Friday, March 4, 8-9 p.m. ET. This special one-hour program, produced and narrated by actor/director Edward James Olmos, examines the links between guns, gangs, and drugs, and their impact on inner-city youth.

Schoolbreak Special: Love in the Dark Ages—CBS, Tuesday, March 8, 4-5 p.m. ET. The risks of sexual intimacy are examined in this program about a young woman who contracts a sexually-transmitted disease from her boyfriend.

Afterschool Special: The Mall—ABC, Thursdays, March 10, 24, and April 7, 4-5 p.m. ET. This special three-part program centers on the lives of a group of teenagers who get to know one another

as they work together at a nearby shopping mall (photo right).

The Cronkite Report: The Faltering Dream—The Discovery Channel, Friday, March 11, 9-10 a.m. ET. Despite successes over the past 40 years, many African Americans feel the dream of integration has failed. Walter Cronkite travels across the country in this examination of the past and future of school integration.



National Geographic Explorer: Life in the Freezer—TBS, Monday, March 14, 8-11 p.m. ET, repeated Saturday, March 19, 10:05-1:05 p.m. ET. This special program features a look at life in the frozen wilderness of Antarctica.



Schoolbreak Special: Abby, My Love—CBS, Tuesday, March 22, 4-5 p.m. ET. A young woman who's the victim of incest finally overcomes her fear and humiliation to seek help.

NOVA: The Light Stuff—Tuesday, March 29, 8-9 p.m. ET. Follow the epic journey of the human-powered plane Daedalus 88 from early prototypes to its dramatic 74-mile journey.

Assignment Discovery: Immigrant Music in America—Thursday, March 31, 9-10 p.m. ET. Hosted by singer Linda Ronstadt, this program looks at the ways ethnic music survives and changes when it comes to America.

These listings are provided by KIDSNET, a computerized clearinghouse for children's TV and radio in Washington, D.C.

Teacher TV

Don't forget to tune into *Teacher TV*, the weekly magazine-style program coproduced by NEA and The Learning Channel. *Teacher TV* airs Sunday evenings, 6-6:30 p.m. ET. Here's a list of upcoming episodes:

March 6: Restructured School: A Thorough Look

March 13: Sexual Harassment and Schools

March 20: Effective Discipline Strategies

March 27: Integrating Technology: More Than an Electronic Blackboard

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IDEA EXCHANGE

Tall Tales

To increase my students' listening skills, oral history insight, and writing skills, I've created a classroom activity I call Tall Tales Tell Tremendous Truth.

I give the students a location and time period—say, Jamestown, 1670. Then I ask one student to develop a character and to tell me, in one minute, as much about that character as he or she can.

The next student in line then adds another character to the story, using a connection to the previous character. This continues until all students have added characters.

Each kid keeps a running character list to be used as a guide in writing an essay about one or more of the characters.

—Gary Horton
Grayson County High School
Independence, Virginia

Sew Smart



Students in my home economics sewing classes sometimes lack the money to buy fabric. To raise money for material, as well as for patterns and notions, they sell cookbooks. Also, I appeal to seamstresses and home sewers—via a local newspaper—to send us any fabric they can spare.

My students are then able to develop their sewing skills and, in turn, help others. The clothes they create are donated to children in homeless shelters and to premature babies in nearby hospitals. "Premie" outfits are particularly difficult to find in stores.

Our class motto is "So Smart to Sew Smart."

—Doris Oitzman
Victor Valley High School
Victoryville, California

Gridiron Pen Pals

For the past eight years, football players on the local high school team have been "big brothers" to my second graders. The players help my students improve their reading and writing skills, motivate them to stay in school, and push them to do their best.

I sign up the football players during their summer camp. In September, I match players and students, who exchange letters during the season. At the season's final home game—Pen Pal Night—players and second graders meet on the playing field.

After football season, I plan at least one joint activity per month, including visits to one another's schools, a roller skating party, and a day of games and competitions. In June, second graders

whose pen pals are seniors, earn money to buy special T-shirts, which they present to the seniors at graduation.

—Carol Ann Henicle
Hooverville Elementary School
Waynesboro, Pennsylvania

New Directions

To help my eighth graders hone their skills in writing directions, I present them with the ultimate challenge: "Give

me directions—on paper—to get to your house."

Each student has to provide me with instructions, plus a bit of information about the house or apartment and whether there's a pet. Then, armed with those instructions, I try to find each home.

I tell the kids in advance when I'll be visiting a particular area or subdivision. They really look forward to my visit and often watch out a window or wait on the

porch to greet me.

In the three years I've been doing this exercise, the side benefits have come to be more valuable than the original purpose.

Visiting these homes is often the only chance I get to meet parents who can't attend school meetings. And sometimes I even get invited to dinner.

—Vaughn Evans
Calvert Middle School
Prince Frederick, Maryland

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TCP034

WORKING PEOPLE

THE LABOR MOVEMENT YOU DON'T KNOW

Forget those stereotypes. A new labor movement is emerging in America today.

Susan Hamblin doesn't fit the traditional image of an American union member. She doesn't work in construction or in a factory. She doesn't live in the Northeast or Midwest, regions where unions have the strongest presence. And, obviously, she isn't a man.

Susan Hamblin is a lab technician in Georgia. Just 30 years ago, few people like her called themselves union members. In the United States of the 1990s, union members like Susan Hamblin are rarities no longer.

People like Hamblin are changing the face of the American labor movement. Once the province of skilled craftsmen and industrial workers, American unions are far more diverse than ever before, with more professionals in their ranks, more women, more minorities, and more—many more—public employees.

This new diversity, many observers feel, is helping to revitalize the American labor movement—and not a moment too soon.

Today, all across the country, unions are standing at a crossroads. With technology and global competition trans-

forming the American workplace, working people need the advocacy unions can provide as much as ever.

Yet unions today represent less than half the percentage of the American workforce they represented a generation ago.

The good news: Union membership in the public sector has more than tripled over the past 40 years. In 1953, only 11.6 percent of public employees belonged to unions. The current figure: 36.7 percent.

But the private sector, which employs far more people than the public sector, is a different story. In 1953, more than one in three private sector workers—35.7 percent—belonged to unions. Today, just over one in 10 private-sector workers—11.5 percent—are union members.

Why the drop? Some of the decline reflects the “deindustrialization” of America.

The industrial jobs held by many union members have simply disappeared. Corporations have shifted plants to states hostile to unions—or to foreign countries where workers who try to organize unions are often violently suppressed.

The right to organize a union and bar-

gain collectively with your employer is a hallmark of any free society, and, on paper, people in the United States who work for private businesses have had that right, ever since the passage of the landmark 1935 National Labor Relations Act.

In reality, the right to organize unions has been substantially eroded over the past half-century. Under current law, for instance, workers supposedly can't be fired or penalized for attempting to organize a union at their worksite. But, in reality, anti-union employers frequently fire workers active in organizing campaigns, then stall the government labor relations bureaucracy, sometimes for years.

Less than half of union representation elections today result in union recognition, partly because anti-union employers hire sophisticated consulting firms—more than 700 are now doing business across the nation—to orchestrate “no” votes.

Workers who do opt for union representation soon find that the battle is only half won. They still must bargain a first

“Having a union contract means a living wage, job security, health benefits, and a pension plan. It means I can stand toe-to-toe with management, and I'm protected.”

—Carolyn Parks, French horn player, Washington, D.C. Opera, American Federation of Musicians

contract, and that's become harder than ever since employers who don't want to bargain in good faith have little reason to do so.

Labor's ultimate weapon against bad faith at the bargaining table—the strike—no longer evokes much fear in management hearts. Many companies today routinely hire “permanent replacements” to take the jobs of striking workers, a tactic President Ronald Reagan endorsed when he fired striking air traffic controllers in 1981.

Most industrialized nations have enacted legislation that protects the right to strike by banning the replacement of

UNIONS AND KIDS: THE HIDDEN LINK

In France, 90 percent of children three and over attend noncompulsory preschools that offer art, language, exercise, crafts, play, and free preventive health care.

In the Netherlands, well-baby clinics serve 95 percent of pregnant women—for free—with average women getting 10 to 15 prenatal check-ups during their pregnancies.

In Switzerland, post-natal home visits by a health professional are routine for every new mother and infant.

By nearly every measure, the rest of the world's industrial nations do far more for kids—and their families—than the United States.

“Every industrialized country in the world, except

the United States, has universally guaranteed paid parental leave after childbirth,” notes Marsden Wagner, a World Health Organization official in Denmark. “In European countries, quality education is in place for all children, free of charge, right through university and post-graduate levels.”

Why are other industrialized nations so much more child-friendly than the United States? What do these other nations have that the United States doesn't?

For many analysts, the key missing element in the United States is a strong labor movement. Of all the industrialized nations in the world, the United States has the lowest percentage of workers who belong to trade unions.

Unions, traditionally, are the bulwark of political

parties that advocate universal health care and other social legislation that benefits low- and middle-income people. The weaker unions are in a nation, the weaker the political pressure for progressive legislation.

“The best way to protect the well-being of the middle class is through a powerful labor movement,” says Professor Cletus Daniels of Cornell University's School of Industrial and Labor Relations. “It's no coincidence that over the past 10 to 15 years the decline in the U.S. standard of living has occurred while American labor unions have had so many problems.”

The presence of a strong labor movement, of course, doesn't guarantee a better deal for kids. But no nation has built a base of child-friendly public policy without one.

WORKING PEOPLE

THE FACES OF CHANGE

“As a professional, I find that the union creates opportunities for people to resolve problems creatively. There’s no question that the taxpayer is better served when public employees are union members.”

—Carlos Phears,
Maryland Department of Economic and
Employment Development Executive
Board member, Local 2203, AFSCME



Carolyn Salisbury

“Unions have always gotten a bad rap here. But the last place I worked was non-union, and it was terrible. The boss could say, ‘I don’t like the shoes you have on. You’re fired.’ With a union, they can’t do that. I’m happier when everybody is treated fairly.”

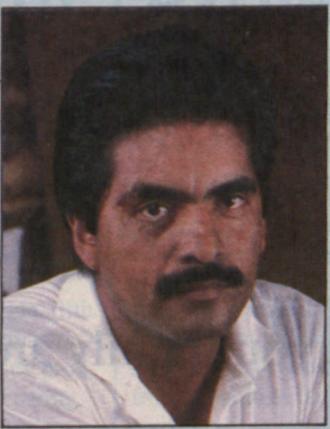
—Susan Hamblin,
Lab tech, Anheuser-Busch,
Cartersville, Georgia, Local 1129,
International Brotherhood of Teamsters



Johnny Crawford

“We were making only \$150 or \$200 a week putting up dry-wall. The labor brokers [who supply day laborers] were making \$3,000 a week. We struck for eight months and got a contract. Now 3,000 dry-wall workers are union members, and we’re trying to organize more.”

—Jesus Gomez, Drywall, union
organizer, Southern California Local 2361,
United Brotherhood of Carpenters



Bob Riha, Jr.

striking workers. Similar legislation, backed by President Clinton, is now before Congress.

The Clinton Administration is also considering other changes in the nation’s labor laws. Labor Secretary Robert Reich last year appointed a blue-ribbon commission to study new approaches to private sector labor relations in the United States. The commission’s recommendations are due this spring.

But anti-union employers and poorly enforced laws only partially explain labor’s problems. Too many unions, charge critics from within the labor movement, have been slow to adopt to changing times.

“Over the years, organized labor responded to crisis in much the same way as any other institution under siege,” says Richard Trumka, president of the United Mine Workers. “Moving instinctively to ‘circle the wagons,’ we locked out new ideas and took even the most constructive criticism as mutinous.”

“Unions with top-down leadership are on the way out,” agrees Dennis Rivera, a

health care union leader. “To survive we need internal democracy. We need to make member participation more than just an empty slogan.”

Adds Rivera: “We need to represent our members’ interests beyond the workplace in their neighborhoods and schools.”

Over the past decade, more and more union activists have come to realize that a narrow wage-and-hours brand of trade unionism is inadequate to confront the problems facing working people today.

“Our agenda,” says Jan Pierce, a Communications Workers of America vice-president, “must be broad, inclusive of the concerns not of just union members, but of all working people: radical reform of our health care system, investment in job-creating public services, progressive taxation, and expanded day care programs.”

In a sense, leaders like Pierce are advocating a return to the broad vision that is at labor’s roots.

“What does Labor want?” asked Samuel Gompers, the cigarmaker elected the first president of the American Feder-

ation of Labor (AFL) in 1886. “We want more school houses and less jails; more books and less arsenals; more learning and less vice; more leisure and less greed; more justice and less revenge.”

The AFL Gompers led originated mainly in the skilled trades. In the 1930s, unions dedicated to organizing factory workers in America’s great auto, steel, and electrical industries united in their own labor organization, the Congress of Industrial Organizations (the CIO).

In 1955, these two groups combined to form the modern-day AFL-CIO.

The AFL-CIO was not then and is not today a “union.” The AFL-CIO is instead a voluntary grouping of individual unions, each one of which is totally autonomous and free to set its own policies, even if those policies conflict with positions taken by the AFL-CIO.

Not all unions in the United States are currently members of the AFL-CIO, mostly for historical reasons.

The NEA, for instance, began in 1857 as a professional society. In the 1960s, NEA members began expanding the Association’s advocacy agenda into collective bargaining and political action. Today, most observers consider NEA, with almost 2.2 million members, the nation’s largest union.

NEA and other organizations not affiliated with the AFL-CIO—such as the American Nurses Association—work

closely with the AFL-CIO and individual AFL-CIO unions on issues ranging from last year’s successful fight for national family leave legislation to the current struggle for national health care.

Whether that cooperation evolves into a more formal relationship is now under discussion. The more than 9,000 delegates to last year’s NEA Representative Assembly gave the green light to open merger talks with the American Federation of Teachers, an AFL-CIO affiliate.

Delegates also asked NEA to circulate more information about the American labor movement and the AFL-CIO to affiliates and members.

Negotiating teams from NEA and AFT have been meeting since this fall, and the NEA team will report on its progress at the 1994 NEA Representative Assembly in New Orleans this July.

Whatever the outcome of these talks, continued cooperation with other unions strikes most NEA activists as a given. No single organization can—alone—adequately address the broad social problems that confront America’s working people.

And addressing these problems is key to labor renewal.

“The labor movement will revive,” says New York public employee leader Stanley Hill, “when we are rightly seen as representing that which is best in the American tradition—a force for democracy and a more humane society.”

AMERICAN LABOR AT A GLANCE

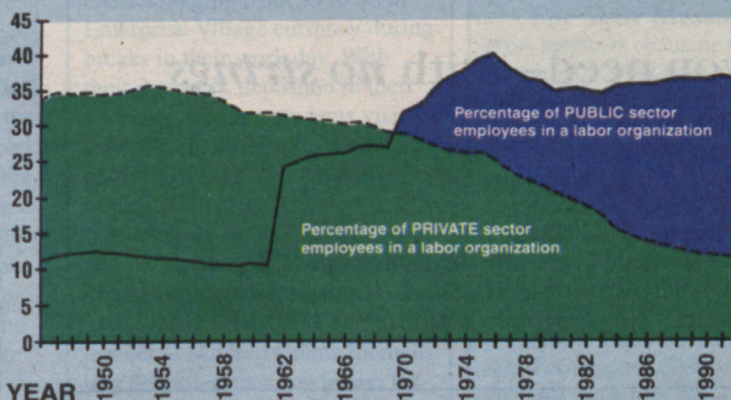
► **Many Voices:** The United States has well over 100 national labor organizations. They range from the largest, NEA, with nearly 2.2 million members, to the 97-member flight engineers union. Eighty-six labor unions belong to the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO).

► **The Union Advantage:** Americans who belong to unions make more than Americans who don’t. Union pay and benefits in 1992 averaged \$5.87 higher per hour than non-union pay and benefits.

► **Demographic Differences:** Nearly one out of every four Black men—23.9 percent—are union members, a figure that makes Black men the most highly organized demographic subgroup. Among other rates: Black women, 19 percent; white men, 18.2 percent; Hispanic men, 16.8 percent; Hispanic women, 12.2 percent; white women, 11.7 percent.

The Emergence of Unions In the Public Sector

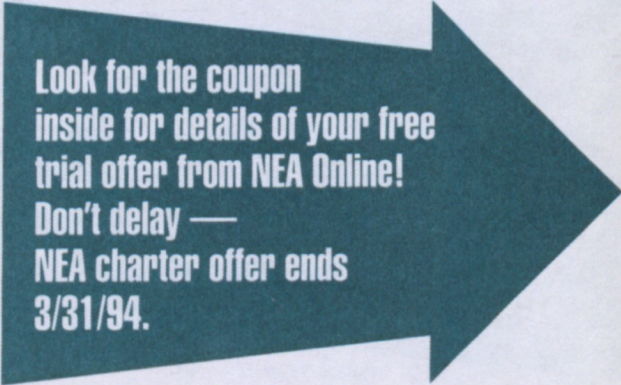
Over the past several decades, employee organizations that represent men and women who work for schools and other public employers have registered sizable membership increases.



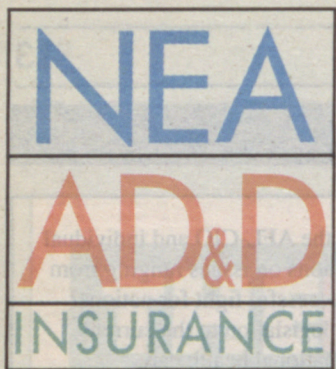
Source: Troy, Leo and Neil Shefflin (Industrial Relations Data and Information Service) U.S. Data Source Book, Membership, Finances, Structure, Directory, 1985. And the Bureau of Labor Statistics Current Population Survey from the Office of Compensation and Working Conditions. Developments in Labor Management Relations, Union Membership-Employed Wage and Salary Workers, Annual Averages, 7/22/93.



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Innovation

How NEA members are changing the way schools work



Association member and Enterprise Village resource teacher Sharon Hall talks with a student in the village's pharmacy area.

A Mall for Learners

In Pinellas County, fifth graders have the run of the mall. Hardly truant. They're "running" the place—all part of an impressive school-business collaboration to teach economics firsthand.

In Pinellas County, Florida, fifth graders go to the mall to learn. Selling, shopping, retrieving products from warehouses, preparing advertising—it's all in a day's work at Enterprise Village, an 18,000 square-foot minimall that's a state-of-the-art school-business partnership.

For students, running a mall for a day is a profound educational experience.

For teachers, the village is a phenomenal resource that makes economics lessons come alive.

After all, how many kids get to try their hand as a disc jockey, a bank manager, bookkeeper, or an attorney? And how many teachers have access to a million-dollar, hands-on school resource that makes required economics instruction more fun than a game of Monopoly?

Now five years old, Enterprise Village got its start when 18 companies—from McDonald's to Florida Power Corporation—donated at least \$50,000 each to open "storefronts" in the \$1 million-plus village.

Each year, 120 days a year, the Village opens its doors to 12,000

fifth graders from Florida schools mostly from the St. Petersburg area, although some kids come from schools as far away as Jacksonville.

Pinellas school superintendent Dr. Howard Hinesley came up with the idea after he saw a similar school-business partnership in Kansas City called Exchange City. Hinesley was convinced a similar partnership would answer local teachers' call for a hands-on curriculum in their schools.

But it was Pinellas County teachers, with the help of Enterprise Village Manager Keith Gall, who figured out how to make the school-business partnership work.

The key: A team of fifth grade teachers and social studies educators specifically developed a curriculum to teach the eight-week economics unit required by the county—and to complement the Enterprise Village experience.

"By the time the kids reach Enterprise Village," explains NEA member Sharon Hall, "they've completed a lengthy curriculum with nine learning objectives that focus on career decision-making,

how checking and savings accounts work, and the importance of quality, ethics, and teamwork on a job."

Once there, the students meet a team of educators—including Hall, a full time resource teacher at Enterprise Village—committed to reinforcing those objectives.

"There's a lot of learning going on here," says Hall. "Discipline problems are nonexistent because the students are so excited about being grown-up workers and consumers."

"The experience is real-life because the jobs students perform are real," Hall adds. "They use state-of-the-art computers, telephones, and sound systems—and they buy real products."

Here's how it works.

First, students complete a job application. Then they're assigned a job at one of the 18 Village businesses. Positions available include computer clerks, counter clerks, savings representatives, bookkeepers, and managers—including mayor and chamber of commerce director.

Those who become business persons must start the day by securing a loan from the bank to allow them either to sell products or provide services. The goal: to make enough money to pay back the loan by the end of the day—and hopefully make a profit.

Once they've got their loans, these students retrieve their supplies from the warehouse and set pricing. They prepare the ads for the radio station and the *Enterprise Village Times*, a newspaper sponsored by the *St. Petersburg Times* that is sold for a quarter in the village.

Employees receive three paychecks ranging from \$5 to \$6 in Enterprise Village currency during breaks in their work day. With their paycheck deposited in their checking account, students visit the different businesses throughout the city and spend their money.

Sale items include T-shirts, baseball caps, sunglasses, frisbees, trolls, and McDonald's fare.

Betsy Shreero, a fifth grade teacher at Mildred Helms Elementary School, says a key lesson for students is how to work in cooperative learning groups. "If students don't cooperate, they don't make a profit," she says.

"To the students, Enterprise Vil-

lage activities are not a game," Hall says. "They take their responsibilities seriously and spend their money carefully."

At the end of the day, the "mayor" makes a speech, and students express their opinions about the Village using official voting booths. Consensus of those polled: "I wish I had more time and money to spend in Enterprise Village."

But the experience doesn't end there. When kids get back to school, teachers continue to work to cement what's been learned. Connie Cutliff, a teacher at Marjorie Rawlings Elementary School, follows up with a field trip to the real-life town of St. Petersburg Beach.

The local mayor takes the students on tours of city hall and the police station, and they go on to visit a print shop, local business, golf course, and grill. Each step of the way, they study the work environment and retail process.

Shreero sets up a special evening to bring in parents and let the students show off what they accomplished at the mall. Students design shoebox dioramas of the mall, participate in a panel discussion on their job for the day, and show the videotape they've made of the day's events. Enterprise Village is a resource beyond the dreams of most educators. Yet all the glitzy equipment in the world doesn't make the program a success.

"The Village is only as good as the classroom teachers, working with the Enterprise Village staff, who prepare students for it," Shreero says.

—Victoria Lytle

A Medium For Your Message

NEA members changing the way schools work have a new medium—*Teaching and Change*—the newest professional journal by and for teacher practitioners. The quarterly journal, copublished by the NEA Professional Library and Corwin Press is looking for teacher-innovators to write about positive changes they're trying.

Contact: Karen Zauber, Editor, *Teaching and Change*, NEA-National Center for Innovation, 1201 16th St., N.W., Washington, D.C. 20036, 202/822-7785, FAX 202/822-7987.

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Health



Oscar Casiro, M.D., is associate professor of pediatrics at the University of Manitoba. A specialist in neonatology and child development, Casiro is director of the high-risk newborn follow-up program at the Health Sciences Center in Winnipeg, Canada.

Dr. Casiro spoke recently with NEA Today assistant editor Stefanie Weiss about fetal alcohol syndrome.

How do you diagnose fetal alcohol syndrome?

A child has fetal alcohol syndrome—or FAS—when he or she has all of the following: specific facial abnormalities, brain damage, and poor growth before or after birth.

But not all children who have been exposed to alcohol in utero have full-blown FAS. Some kids have some alcohol-related birth defects but not all the characteristic ones; these children are said to have fetal alcohol effects, or FAE.

What does alcohol do to cause such defects?

Alcohol is a substance that passes from the mother's blood stream into the baby's, and can alter the development of organs, particularly in the first trimester of pregnancy when many women don't even know they're pregnant.

Facial abnormalities, for instance, occur during the first three months of pregnancy. Brain damage and poor growth continue to occur in the second and third trimesters.

How much alcohol are we talking about?

We're not certain. The more a woman drinks during pregnancy, the greater the risk of having a child with FAS/FAE. The full fetal alcohol syndrome occurs when women drink heavily during pregnancy—but we don't know if alcohol in smaller amounts is responsible for more subtle effects that are difficult to detect.

Conversely, if a woman, even an alcoholic one, stops drinking before becoming pregnant, her fetus will not develop FAS or any alcohol-related birth defects. The safest course for women who are pregnant or considering becoming pregnant is not to drink at all.

Information about health factors that affect the way students learn

When Pregnant Women Drink



Classroom Tips: Let's Get Practical

Patricia Tanner-Halverson is a school psychologist for the Indian Oasis-Baboquivri Unified School District near Tucson, Arizona. She frequently delivers workshops for educators on fetal alcohol syndrome.

In a recent conversation with *NEA Today*, Tanner-Halverson rattled off dozens of practical suggestions for working with FAS/FAE kids. Here are a few:

- Maintain a very structured, consistent environment. Keep things in your classroom the same—don't make frequent changes.
- Use repetition constantly.
- Give young children a boundary they can see—a rug or a hula hoop.
- Maintain eye contact when you're talking by giving FAS/FAE kids preferential seating across from you, not next to you.
- Give children color, shape, and image cues, along with words. For example, use a yellow circle with an illustration of a child reading to signal the reading corner.
- Put a study carrel in the room, equip it with earphones, and call it "the office." Make it a privilege to use the office, not a punishment. Let children use the office when they need to screen out visual and auditory distractions and get some work done.
- Don't overwhelm students. Hand out a paper with five problems on it, not 25. Include lots of white space. Signal changes—such as changes from addition problems to subtraction

problems—with bright colors.

➤ When kids have to stand in line or ride in a car or bus, give them a ball to squeeze—or anything that will keep their hands busy.

➤ Give kids kinesthetic cues. For example, "When the dinosaur is in your hand, it's your turn." When kids go out of turn, ask simply, "Is the dinosaur in your hand?"

➤ Staple papers, like worksheets or tests, closed so you can maintain students' attention while giving directions.

➤ To convey time, use a clear plastic cup and remove things as time passes. When FAS/FAE kids have to go to a special class, set an alarm to remind them.

Resources

➤ The National Organization on Fetal Alcohol Syndrome promotes awareness of FAS and FAE through the sale of newsletters, posters, brochures, videos, and books. Send stamped, self-addressed envelope to NOFAS, 1815 H St., N.W., Suite 710, Washington, DC 20006.

➤ The U.S. Department of Education is in the process of distributing information on prenatal drug exposure to schools nationwide. For more information, write to Charlotte Gillespie, Drug Planning and Outreach Staff, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202. Ask specifically for the *Resource Guide for Educators of Children Affected by Alcohol and Other Drugs*.

How many kids have FAS or FAE?

That's very difficult to pin down. The diagnosis is often difficult at birth. And the incidence of FAS or FAE varies a great deal community by community.

Here in Manitoba we have a significant alcohol problem, and we see at least one or two cases of full-blown FAS for every 1,000 births. One thing we do know is that in our population the numbers are not decreasing.

Is there any medical treatment that works?

In some cases, we can treat symptoms. But we can't do anything to deal with the underlying cause. The brain damage has occurred. You just cannot change that.

What are some of the behavioral characteristics of FAS?

The average IQ of FAS children is 68 to 75. Children with FAS or FAE tend to be hyperactive and distractible, have attention deficits, speech problems, and learning difficulties. Arithmetic, reading, and spelling deficits are very characteristic of these children. They tend to be impulsive, have difficulty appreciating consequences and responding to subtle social cues. In general, they have poor social skills.

But there are lots of kids with these symptoms whose mothers never had a drop of alcohol. It takes a physician to put all the symptoms together—especially if there's no clear history of alcohol abuse in the pregnancy.

How can school employees help these children?

In general, children with FAS and FAE function better with one-on-one attention and when they have specific limits on what's allowed. But there's no specific strategy that works with all of them. You have to look at each one individually.

Education employees need to understand these children aren't like this because they're lazy or acting out on purpose. Their brains are damaged.

What about prevention?

Educators should talk to children about the risks of drinking during pregnancy. There are too many young women bingeing on alcohol and getting pregnant without planning it. You need to reach them before that happens.

FAS and FAE are totally preventable. If the baby isn't exposed to alcohol, there's no danger.

TRENDS

The Price of Stability

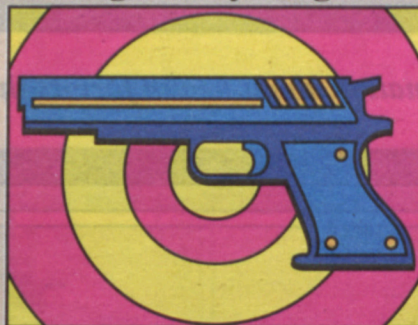
The superlative job some foreign countries do in readying students for work "comes at a price," say the authors of "Preparing For the Workforce," a recent National Research Council report.

"By American standards, young people and their parents [in Japan and Germany, for example] frequently make very early decisions about career choices," the report says.

German schools traditionally assess 10-year-old students on their readiness to go on to vocational or college preparatory high schools. Japanese students take a similar test in ninth grade.

The report notes that locking youngsters into apprenticeship or vocational programs at an early age may provide labor market stability but can also restrict the child's options for switching fields of study or pursuing higher education later.

Is Image Everything?



Gunshot injuries cost more than \$14 billion a year to repair, say health officials.

The average tab for fixing up a patient with a gunshot wound at the Harborview Injury Prevention and Research Center in Seattle is \$8,000—80 percent of that paid for by public funds.

Motivated to save lives, public health officials are working to reduce the rate of gun violence by copying strategies that have been used successfully to reduce smoking rates.

The image of smokers has changed from glamorous to unappealing. In the same way, officials hope to portray gun toting as offensive.

One small problem, though. Pictures of guns as symbols of power on television and in the movies are hard to escape or counter.

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Incentive To Stay

Oklahoma is the latest state to get federal approval for a new program that ties welfare payments to school attendance.

Under the pilot project, which began last month and will continue for three years, children and teenage parents will receive two warnings about absenteeism. If school attendance doesn't improve, welfare payments would be reduced.

Other states with similar programs are Missouri, Maryland, Wisconsin, and Ohio.

Global Literacy

The latest World Education Report from UNESCO shows that while some developing countries are catching up with the developed world, others are losing ground in the battle against illiteracy.

Overall, the news on illiteracy is good. The estimated global total of adult illiterates has fallen from 946 million in 1980 to 905 million in 1990, with a current forecast of 869 million for the year 2000.

Illiteracy rates are highest in sub-Saharan Africa, south Asia, and the Arab states. The report notes, for example, that in Niger, the estimated school life of a 5-year-old is a little more than two years. When other factors are considered, such as availability of textbooks, it's only about 60 to 80 days of effective schooling in a lifetime. This compares with an average of 16 years of formal education in North America.

Population Projections

By the year 2010, Hispanics will become the nation's second-largest racial/ethnic group, according to new data from the U.S. Census Bureau.

Each year after 1996, the United States will add 870,000 Hispanics to its population rolls. That's a rate of increase higher than any other ethnic or racial group.

In fact, it's expected that non-Hispanic whites will decrease from 75 to 53 percent of the population by 2050.

At that time, the Census Bureau predicts that Hispanics will constitute 22.5 percent of the population, African Americans 16 percent, and Asian Americans 10 percent.

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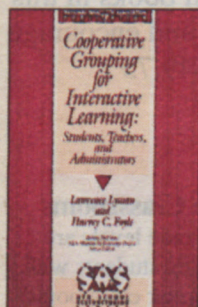
COOPERATIVE LEARNING



Student Team Learning: A Practical Guide to Cooperative Learning, Third Edition. Robert E. Slavin. This practical, down-to-earth

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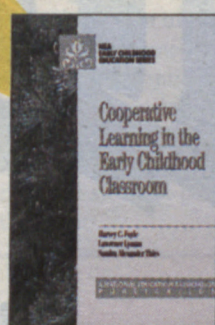
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Cooperative Learning: Student Teams. Robert E. Slavin. The renowned Dr. Slavin presents a concise booklet on cooperative learning's impact on achievement, inter-group relations, mainstream-

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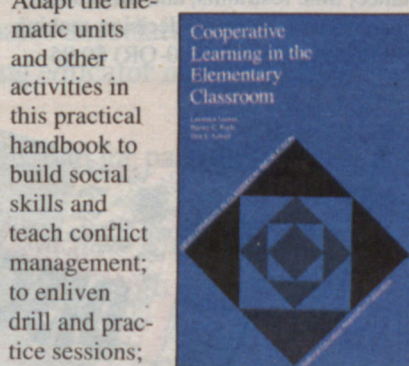
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Cooperative Learning in the Elementary Classroom. Lawrence Lyman, Harvey Foyle, and Tara Azwell. Everyone is talking about it. Now there is a book that gives you a step-by-step approach to planning and implementing proven cooperative learning techniques in your classroom. Adapt the thematic units and other activities in this practical handbook to build social skills and teach conflict management; to enliven drill and practice sessions; and to integrate the curriculum. In addition this book makes the connection between cooperative learning and whole language, critical thinking, portfolio assessment, and classroom diversity. 128pp. 1993. (3042-7-20-QR) \$14.95

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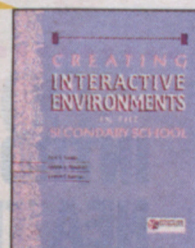
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Creating Interactive Environments in the Secondary School. Lois Stover, Gloria Neubert, and James Lawlor.

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Countdown to the First Day of School. Leo M. Schell and Paul Burden. This handy checklist for getting the school year off to a great start is not just for beginning elementary teachers. Para professionals, student teachers, interns, and mentor teachers will find it invaluable. Covers everything from getting acquainted with other school staff to designing an inviting classroom to developing lesson plans. 56pp. 1992. (2150-9-20-QR) \$4.95

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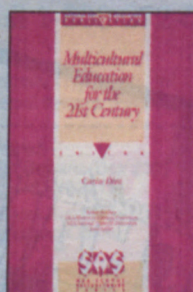
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Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms. Shirley Brice Heath and Leslie Mangiola. A how-to look at a school-university partnership project for cross-grade, multilingual, interactive tutoring in reading and writing. Leslie Mangiola's bilingual language arts classroom in Redwood City, California, is the focus of this blueprint for literacy improvement. The dramatic success of this program demonstrates that you can create a climate where all students, including those often labeled "at risk," can truly be children of promise. A joint publication of NEA, Center for the Study of Writing and Literacy, and AERA. 64pp. 1991 (1844-3-10-QR) \$8.95

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Teaching Styles as Related to Student Achievement, 2nd Edition. David L. Silvermail. Is the enthusiastic teacher a better educator? Find out what research says about the effect of certain teaching styles on academic achievement. 40pp. 1986. (1069-8-10-QR) \$3.95

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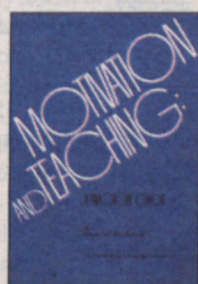
were used by a South Carolina elementary school, student test scores showed remarkable improvement. Read it and learn how to get the most out of your students (and yourself). 104pp. 1988. (3338-8-20-QR) \$9.95

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Motivation and Teaching: A Practical Guide. Raymond J. Wlodkowski. There

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Educator's Job Search. Martin Kimeldorf. This is the definitive guide to landing your dream job in education. Exercises in the book help you identify your teaching strengths, investigate the needs of desirable districts, network to discover job opportunities, write an impressive resume, prepare for interviews, and effectively organize your job search. 96pp. 1993. (1860-5-20-QR) \$15.95

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LEARNING STYLES

Strategies for Learning and Remembering: Study Skills Across the Curriculum. Mary Ann Rafoth, Linda Leal, and Leonard DeFabo. Successful students act strategically in learning situations. They choose and apply cognitive strategies such as memory rehearsal, grouping, note taking, and self-testing to help themselves understand, process, and retain information. This practical resource details for you many strategies that it might take the typical K-12 teacher quite a few years of teaching to learn. A variety of charts and tables clearly summarize strategies you can immediately use in the classroom to teach students to become aware of their own learning (metacognition) and to help them develop strategic study skills that are appropriate for their developmental stage of learning and the curriculum area they are studying. 112pp. 1993. (3048-6-20-QR) \$14.95

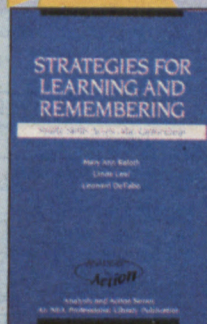
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Learning Styles. Judith C. Reiff. It's all here: brain theories, modalities, multiple intelligences, mind styles, and much more. Your flexibility in managing differing learning styles can contribute mightily to the success and self-esteem of your students. The author takes you beyond the research with practical suggestions for creating a positive learning-styles classroom. 40pp. 1992. (1092-2-20-QR) \$3.95

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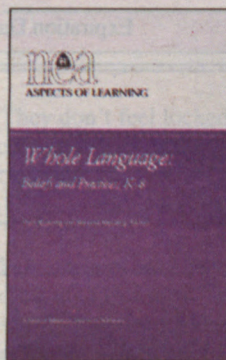


Invitational Teaching, Learning, and Living. William Watson Purkey and Paula Helen Stanley. This unique book is written for any teacher, from pre-school to University, who teaches any subject. It is of special interest to those teachers who are experiencing "compassion fatigue" or "burnout" in their personal and professional lives. Contains a not-to-be-missed positive approach to discipline and conflict resolution. 96pp. 1991. (3049-4-10-QR) \$10.95

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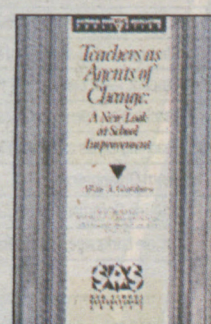
Whole Language: Beliefs and Practices, K-8. Gary and Maryann Manning, Editors. The comprehensive, readable, all-in-one-place source for busy teachers who are serious about helping their students learn reading and writing in a natural, developmental way. A groundbreaking book loaded with—specific, practical ideas for teaching the whole language approach. Contributors include over 20 of this country's leading experts. 240pp. 1989. (1482-0-10-QR) \$16.95

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Teachers as Agents of Change: A New Look at School Improvement. Allan A. Glatthorn. This "teacher-friendly" handbook uses research to show how you can take the lead in restructuring classroom instruction, school culture and climate, home-school relationships, and collegial relationships. 208pp. 1992. (1853-2-20-QR) \$16.95

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Team Organization: Promise—Practices and Possibilities. Thomas O. Erb and Nancy M. Doda. A perennial best seller! "One of the newest, most innovative, and exciting books to arrive on the educational scene in a long time. A perfect step-by-step guide for schools wanting to begin teaming or for those whose teaming has grown stale and ineffective."—Linda D. McDaniel, Van Buren Middle School, Arkansas. 128pp. 1989. (3075-3-20-QR) \$12.95

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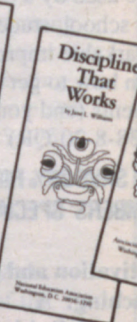
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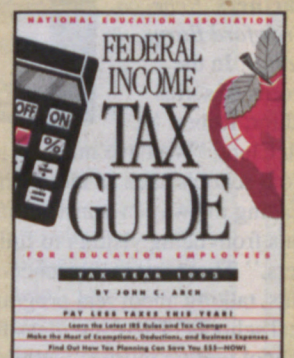
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STILL AVAILABLE!

The NEA Federal Income Tax Guide for Education Employees helps thousands of your colleagues understand and file accurate tax forms while paying the least legal tax. Copies of the book and spreadsheets to help you compute your forms are still available. Call the toll free number to order your set for Apple Works, Microsoft Works, or standalone DOS environments. Ask our operator for the NEA Today discount on the Tax Guide sets.



SOUNDING BOARD

By Kathy Megyeri

When I was a high school student 35 years ago, I had little tolerance for my old female teachers with their thick-soled shoes, protruding stomachs, sagging breasts, gray hair, and bifocals. I wondered why they didn't retire and give young teachers that I could identify with a chance to teach and make learning fun.

Now, more than three decades later and facing retirement, I've become the teacher I used to criticize and laugh at so very long ago.

I wear cushiony Easy Spirit orthopedic shoes every working day. My stomach, breasts, and rear not only protrude, but sag. My gray hair demands brown dye every month. Like a '65 Mustang in for repairs, I've been hospitalized twice this year. And I'm about due for trifocals.

What's forced me to face my own professional mortality each semester this year is that I was assigned two student teachers, both female, both University of Maryland graduates, both competent, both in love with English, and both joyful, happy beings committed to teaching today's youth to become even better adults tomorrow.

The irony is that at the same time I feel I've reached my peak professionally, I've learned from my encounter with them that I'm dated.

I still prefer whole class instruction to groups. My classroom writing models come from literary classics instead of TV tapes. I still grade papers with a red pen. I'm serious, not fun, and I'm content-oriented, not student-centered.

But I like to think I'm a good mentor, that I share some pretty effective grading techniques with my young colleagues, that some students appreciate my stern demeanor and realize it's my way of wanting them to take school as seriously as I believe it should be taken.

I like to think that even though I've grown tired and old in their eyes, I have contributions to make in the classroom. I still love introducing adolescents to good literature, observing their writing mature during a semester in the IBM writing lab, seeing a student's poem printed in a school publication, watching an enraptured class stare open-mouthed at Zefferelli's *Romeo and Juliet*, and reading a composition written by a trusting teen who admits feeling abandoned and heartbroken the day no one wanted to sit with him at lunch.

Perhaps the best reasons for being assigned a student teacher are the following:



Ever worry that you'd become the old-lady-teacher you hated as a kid? A Maryland teacher explains how—slowly but surely—the transformation happened to her.

- You will see yourself as you were when you began your teaching career—idealistic, happy, optimistic, and full of belief that you can make a difference.
 - You will realize that passing the baton to the new generation is part of life, another of Gail Sheehy's passages.
 - You will appreciate the strength and confidence of this new generation. They're not shy or scared of facing classes or being scrutinized by observers, principals, or parents, as we were.
- They don't fear rejection. Instead they feel life is full of possibilities, including careers other than nursing, teaching, or

being a secretary. They don't feel locked in a job if they become unhappy. After all, they know that average workers change jobs seven times in their working careers.

But today's student teachers are just as committed and dedicated to making teaching work for them. They want to be just as successful as we wanted to be, in spite of the problems we never dreamed possible 30 years ago—school violence, increased numbers of foreign-born students and ESOL classes, cafeterias that serve free school breakfasts and lunches. They aren't deterred when schools

employ health technicians to address problems from child abuse to AIDS to birth control, or when schools house day care centers for adolescent mothers and their children.

They take all this in stride. They want to be successful teachers in spite of the erosion of public support, the talk of school privatization, and the lousy pay.

The fact that both my student teachers still live at home (I had my own in-town apartment near my school when I student-taught) tells me there's little hope that these young people can own a home

in the affluent area where I teach.

• Finally, the quality of the young people who choose teaching as a career will lift your spirits and give you hope that America's schools will stay strong

and that someone even better can and will take your place. You'll feel good that you were indeed a good mentor for these young teachers.

You'll smile knowing that some student will shout, "Shut up and let the lady teach!" years after you've left school with your Shakespeare posters tucked under your arm and *To Kill a Mockingbird* buried in your book bag. And you won't any longer be chagrined by a student's end-of-the-year evaluation that says, "You would be a better teacher if only you would update your wardrobe."

Kathy Megyeri teaches English at Sherwood High School in Sandy Spring, Maryland outside Washington, D.C. She's a member of the Montgomery County Education Association.

People



'The Age of Elegance'

When the judges asked retired NEA life member **Esther Hayes**, a contestant in the Miss Senior New York pageant, her philosophy of life, she didn't miss a beat.

"I thought of Longfellow's 'The Psalm of Life.' *'Let us then be up and doing, still achieving, still pursuing.'* It helped me frame my response. I told the judges that seniors must keep doing things to stay active. We must still set goals and reach out for our dreams..."

The judges liked what they heard. They named Hayes Ms. Senior New York in November. She goes on to compete for the title Ms. Senior America at the

national competition this May in Reno, Nevada.

A longtime Association activist, elementary school teacher, and instructional supervisor, Hayes wowed the judges with her performance in a challenging round of competitive events. These included the personal interview, and the philosophy of life/inner beauty, evening gown, and talent competitions. For the talent part of the competition, she sang "Can't Help Lovin' That Man" from *Showboat*.

Hayes says she entered the contest because she viewed it as "yet another goal to reach for" and because she wanted to show the public that "seniors are still vibrant."

The Ms. Senior America Pageant is in its 14th year of honoring women 60 and older who've reached what pageant organizers call "the age of elegance."



Dial-A-Teacher

"Go ahead, Concord. You're on the air."

No, that's not Larry King at the control desk responding to callers. It's the Brookline (Massachusetts) Educators Association's own **Jay Sugarman**. Sugarman hosts "Teacher in Electronics Residence," an hour-long television show for teachers featuring live calls from viewers.

Each episode showcases innovative teaching strategies by airing videotaped footage of exemplary teachers doing what they do best. Then Sugarman, who teaches fourth grade at John V. Runkle Elementary School, interviews the featured teachers, and viewers call in to discuss what they've seen.

"This has proved to be a fantastic staff development tool," Sugarman says. "It's a new way we've found to get information out statewide."

In its second season, the program airs live by satellite via the Massachusetts Corporation for Educational Telecommunications. To view the program, teachers must work in a school district that's an MCET member; more than 300 Massachusetts cities and towns belong.

"All a teacher has to do is walk down to his or her media center and tune in," Sugarman says.



Gary Emleigh

More Than Four-and-Twenty

"A hundred blackbirds could run you into real money," points out custodian Steve Hall. He should know: Hall's an expert on the subject as a skilled amateur taxidermist, he's taught tenth grade biology students at Delaware's Indian River High School how to stuff birds.

"I'd bring in the tools, chemicals, needles, and thread to use," says Hall. "And the birds, too—one for each student."

"Blackbirds are a problem for the farmers around here," explains Hall, "and I'm a hunter. So they ask me to come around to their place and shoot the birds." Hall often bags more than 100 birds in a day.

Hall's taxidermy classes were optional enrichment classes, not a regular part of the high school's credit biology course. Hall demonstrated the techniques of stuffing a bird. "It doesn't matter," he says, "whether it's a blackbird or an elephant. The methods are the same." He then stayed after school to give students a chance to finish their projects.

The classes were regular events until a few years ago, when Hall's partner, biology teacher Jim Hudson, moved on to another school.

Lane Turner



Second Sight

To the average person, what's remarkable about Colorado Teacher of the Year **Marge West** is that she's a teacher at all. West teaches first grade—she's first grade team leader—at Lakewood's Glennon Elementary School though she is almost totally blind.

But West doesn't want to be singled out for being different. "I hope," says the 20-year veteran, "that the fact that I have this disability is not the reason I was chosen for this honor. I like to think I was a good teacher 20 years ago, before I lost my sight."

West's story is one of perseverance and adaptation. As retinitis pigmentosis progressively destroyed her vision, West made changes in her life. She moved within walking distance of school; learned to work with her guide dog, Rush; and used the assistance of her classroom aide.

West also had a school district and a state and local Association (Jefferson County EA and Colorado EA) that were willing to help make the necessary accommodations, such as providing a full-time aide.

Has Marge West become a different kind of teacher than she might otherwise have been? Perhaps. "When there's something taken away from you, people and relationships are much more important than material things," she explains.

Lisa Griffin



Tom Strickland

He Leads, They Follow

"For every reason you say you can't continue in science," Fort Wayne, Indiana science teacher **Francis Mustapha** tells his students, "I can give you 20 reasons why I shouldn't be here."

For starters, Mustapha was born in a tiny village in Sierra Leone, West Africa. It took luck to survive (many siblings didn't), grit to get an education in a neighboring village, smarts and determination to finish first in his class.

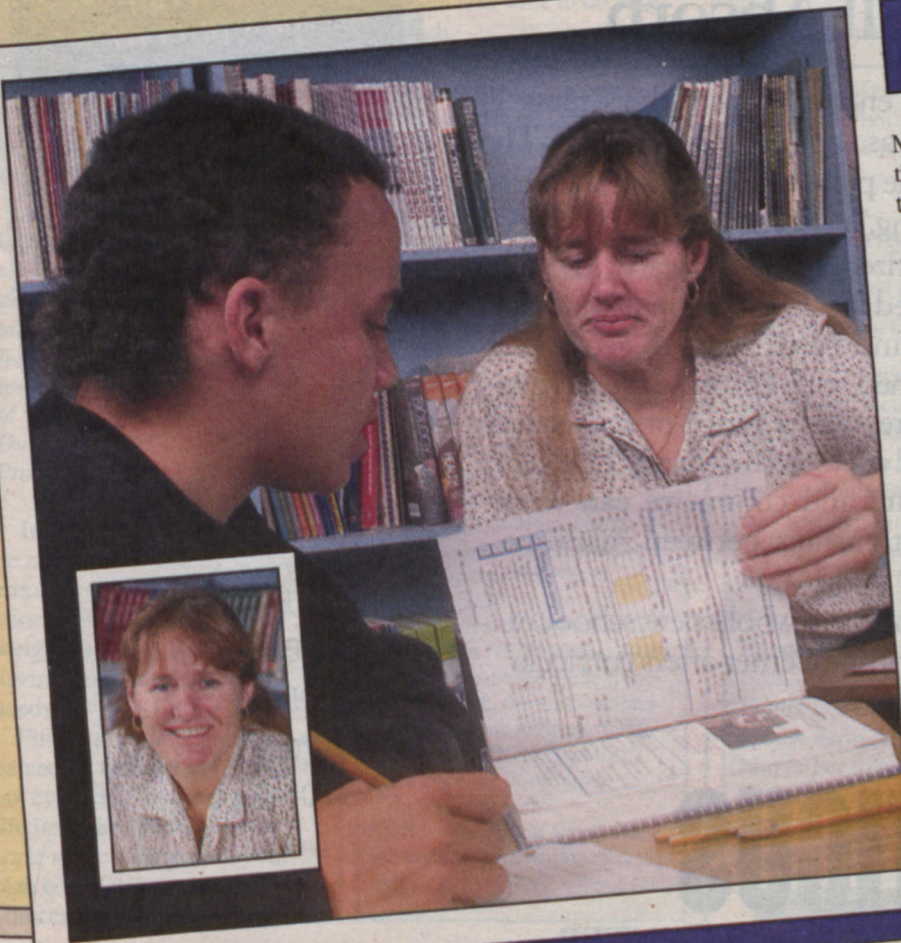
Still, it took an American biology teacher doubling as a missionary to help Mustapha get to college in the United States—and summers of factory work to help pay for it. "I tell my students, 'This is your culture, your country, and your language. If I can succeed in your system, there's no reason why you can't.'"

The message is sinking in. With Mustapha's encouragement, dozens of South Side High students—particularly girls and minorities—have headed for careers in science.

Outside the classroom, he's also sending thousands of old science books back to Sierra Leone, funding a scholarship program for students in his old village, and supporting his sister and her five children who live there.

National Teacher of the Year: Down to the Final Round

The four finalists in the 1994 National Teacher of the Year competition come from four very different states and four very different teaching backgrounds. The three who are NEA members are profiled on this page. The fourth is South Carolina teacher **Dodie Magill**. The National Teacher of the Year recognition program began in 1952.



Bob Rina, Jr.

Street Smart

Most teachers work with students who are assigned to their classrooms. But then they're not San Diegan **Sandra McBrayer**. McBrayer created and heads the first school in California for homeless and unattended youth.

McBrayer recruits students for her Homeless Outreach School Program front school by driving through her city's worst streets at night, talking with drug dealers and any one else who might lead her to kids she can help.

It's the only way, she says, to reach some of the 1,500 homeless kids in San Diego County. The program is funded by the district Office of Education and a U.S. State Department grant.

When kids come to the school—and about 50 of them do on any given day—they find more than academics. McBrayer, three other teachers, and four aides combine the academic with the practical. For example, the students learn math while preparing a group breakfast or lunch; they learn health and parenting skills while working with the school's day care center.

The kids can also use the school showers. Or they can find medical and dental help through a community outreach specialist. McBrayer also involves—and, if necessary, creates—community services to feed, clothe, and shelter the students.

In what's left of her time, McBrayer speaks at conferences, universities, and service organizations about homelessness, education, and multicultural awareness. Her speaker fees go into a special account that provides personal items, groceries, rent deposits—even college tuition—for her students. Some 25 graduates of the program now attend college.

"My actions and the philosophy of teaching that I model makes the greatest impact on my students," says McBrayer. "Unconditional acceptance is my personal priority. I respect everyone."

Suddenly, Diving Into Their Studies Takes On A Whole New Meaning.



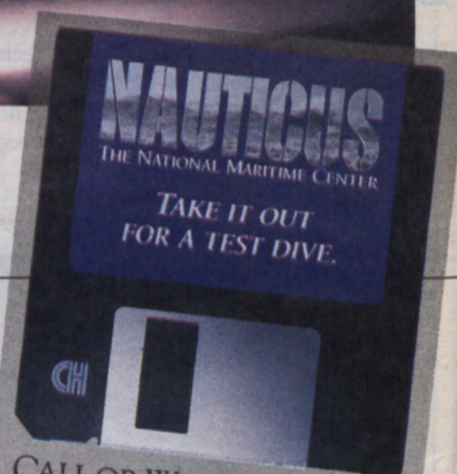
You'll Be Amazed At How Much Maritime Knowledge Your Students Will Absorb.

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For thousands of years, mankind has been mesmerized by the majesty...the mystery...the power of the sea. That power has been harnessed by The National Maritime Center to forge new frontiers in education. Here you'll find earth science, geography, history, environmental science, biology and zoology combined with cutting-edge technology. Never before has there been a singular location where such a range of sea-related emotions, activities, and phenomena can be experienced and explored firsthand. Through remarkable interactive displays, students learn how nature and commerce can work together. They gain a thorough understanding of the relationships between maritime power, the environment and sea life.

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PERSONALLY SPEAKING

Life Insurance: How Much Is Enough?

Most Americans have either too little life insurance or too much. An hour of your time can make the amount of life insurance you purchase just right.

Experts say that those who have too little insurance either don't want to think about it or don't know how to figure out their real needs. Those who have too much probably fell victim to a zealous insurance agent.

Figuring out how much you need is not really a difficult task. Here's the rule of thumb: You need five to seven times your salary.

People like general rules like this one because it offers a yardstick by which to measure their own situation. But financial planners say you can get a much more precise idea with less than an hour's work.

You should buy life insurance that meets your own needs. If you're single with no dependents, you probably don't need any. Chances are you have some type of group policy at work that will provide more than enough coverage to cover funeral and estate expenses.

If you're married without kids, you probably need some coverage, whether or not your spouse works. If you have children, you need a great deal more.

Financial planners who specialize in determining insurance needs typically use a worksheet to help clients figure out what they need.

Here's a sample worksheet (right) that combines the ideas of Virginia Applegarth, a financial planner and author of *How to Protect Your Family with Insurance*, and Glenn Daily, an insurance consultant and author of *The Individual Investor's Guide to Low-Load Insurance Products*.

In a perfect world, it would be nice to have exactly the right amount of life insurance for your family. But you must weigh your life insurance needs against your other financial needs.

Financial planning is often a balancing act. You don't want to put every dollar you have into life insurance premiums and leave some other part of your plan completely unattended. If you come up short, don't fret

about it. It's better to do what you can than to do nothing.

After completing this worksheet and determining how much life insurance you need, you have one more decision to make.

You must decide between term insurance that provides pure insurance protection and a permanent, or cash value, type of policy that combines insurance with a savings or investment account.

Term is cheaper, particularly for younger people. But the premium goes up each year. Many insurance companies don't sell term insurance to those who are over age 70. In some states, such as New York, it's illegal to do so.

The premium on a cash value policy stays the same, but if you need life insurance for only 10 or 15 years, or only until age 50 or 55, term is probably a better deal.

If you will need insurance for the rest of your life either to provide for a spouse or for estate planning needs, you need a cash value policy. You can also use a cash value policy to supplement retirement income by taking tax-free loans from the policy.

If you need insurance but can't decide which type to buy, buy a term policy immediately and then take time to do your research.

"I've seen too many people who put off buying a policy while they debated the merits of term vs. permanent insurance," Applegarth said. "Many of them waited until it was too late."

—Mary Rowland

NEA Member Benefits offers a number of insurance plans designed especially for NEA members. A guide to help you determine how much life insurance you need is also available through Member Benefits.

For more information on the NEA insurance plans or to request a *How Much Life Insurance Do You Need?* guide, call NEA Member Benefits at 800/637-4636.

You can also "download" a copy of the NEA Member Benefits life insurance guide from NEA Online, the Association's new electronic network. Just keyword to "NEA Benefits," then click the "Consumer Guides" icon.

For information about subscribing to NEA Online, see page 29.

How Much Life Insurance Do You Need?

Amount you want to put aside for education in today's dollars.
For example, if you're considering a state university for two kids for four years apiece, you might enter \$80,000.

Debts you want to pay off.

Mortgage payoff.
This is optional. Some planners argue that you should include an amount in your policy to pay off the entire mortgage. Others say to do so is overkill. They argue that you should instead include mortgage payments when you figure annual living expenses for your family. This one is up to you.

Funeral and estate administrative expenses.

Living expenses for survivors.
While children are at home:
After children leave home:

There are a couple of ways to figure out how much your survivors will need for living expenses. To simplify the calculation, Glenn Daily assumes that the after-tax rate of return on savings and investments will equal the inflation rate. So he simply multiplies the number of years of expenses by the annual expense in today's dollars. For example, if your spouse and children will need \$60,000 for another five years, that's \$300,000.

Then your spouse may need \$30,000 for another 10 years, until he or she is eligible for retirement benefits, so that's another \$300,000, for a total of \$600,000.

Now add up what you need. Let's say the total is \$700,000.

That sounds pretty daunting. And it's this kind of calculation that propels life insurance agents to sell million dollar policies. But there's one piece missing. To complete your calculation, you must figure out what you have. It's probably more than you think.

What You Have

Existing insurance, including group plan at work.

Current investments.
Include Individual Retirement Accounts (IRAs), 403 (b) plans and other assets that would go to your spouse or children. Don't forget college accounts.

Social Security:
While children are at home:
After children leave home:

The Social Security Administration provides survivor benefits to those who pay Social Security tax. To find out what benefits would be available to your family, call 800/772-1213.

For example, a 47-year-old who for the past 20 years has earned the maximum earnings on which Social Security taxes are paid, would have earned a survivor benefit of \$925 a month for one child and an additional \$925 for a spouse. The total amount that could be paid to a surviving family would be \$2,160 per month.

Spouse's income.
Figure your spouse's income as you do living expenses. For example, if your spouse earns \$30,000 a year, multiply that by the number of years you expect him or her to work until eligible for retirement benefits. If it's 15 years, that's \$450,000.

Now add what you have. Subtract what you have from what you need.

HAVE COMPUTER QUESTIONS?

Q Will the videodisc become obsolete in the near future? I wonder because of the proliferation of the CD-ROM for computers. Would you consider purchasing videodiscs for classroom use?

A What a question! How can one predict which technology will win and for how long?

The videodisc is a wonderful tool. It can provide an excellent visual database for students. Connecting it to a computer and making it interactive makes it an even better tool. There's no reason not to purchase one for specific classroom applications.

The problem is that it's faced a lot of competition from other emerging media forms. The videodisc came on the market about the same time as the VCR. No question about who the winner was. The VCR's ability to record and lower cost beat out lots of other qualities the videodisc has to offer, and the VCR is in nearly everyone's home.

CD-ROM is now getting a lot of attention. CD-ROM players are much faster than they were a year ago. And some wonderful new CD-ROM products are constantly being introduced.

But CD-ROM isn't the only technology available. Many predict CD-I (Compact Disc Interactive) could be the big winner. CD-I can handle full motion video and be interactive.

Many other formats are competing for your dollars. Right now, make your decision based on the applications that are available and how they fit into your curriculum.

Q The Internet seems to be catching hold among even casual users. What suggestions do you have for putting kids onto Internet, and what applications might there be on Internet for classroom use?

A Checking out the Internet can be great fun. It's hard not to get

addicted to exploring this very rich resource.

"Students as researchers" is a good learning model for introducing kids to this wonderful resource for gathering information. A lot of good books on getting started and what's available on the Internet can be found at your local book store. There are also a number of guides available on the Internet.

Internet will soon be soon available on NEA Online as a service of America Online—a good place to start your exploration. Scholastic Network is a student service that will have access to Internet. Scholastic is providing teachers five hours of free online time to explore the potential of the service. Contact your Scholastic representative for a kit. The number is 212/343-4902.

Q What's happening with the so-called information highway? What's on the highway for schools?

A The Clinton Administration seems to be moving to expand this resource to all students. Vice-President

Al Gore, in a series of speeches the past couple of months, has announced major legislative proposals to build the information highway and provide access to students.

In a speech to the Academy of Television Arts and Sciences, Gore challenged his audience to provide free links from the information highway to every classroom, library, hospital, and clinic in the country. This needs to be a reality.

You may want to contact your congressional representative about access for schools and how government can help this happen. We don't want a society of information "haves and have nots." Seeing the car in the showroom is not access. You have to be able to use it to have access.

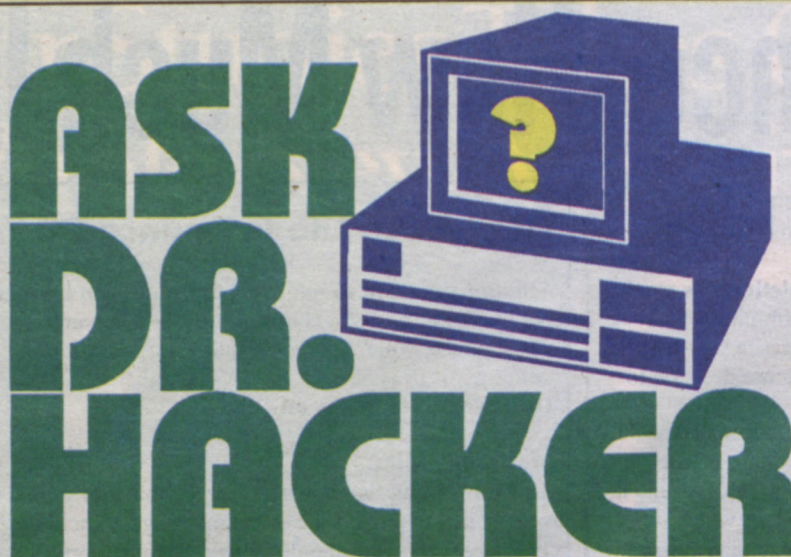
We already have cable service going to most schools in the nation. The problem is that it stops at the wall and doesn't get to the classroom. Few schools have a television and a VCR in their classrooms, while most homes do. The same is true of telephone service. Access to the information highway has to include the equipment to use it.

The debate between the private sector and public interest is sure to heat up. The National Science Foundation has already proposed privatization of the Internet within four years. Access to the network would then be provided by the private sector—most likely the phone companies.

Questions for Dr. Hacker are answered by two NEA members—California elementary science teacher Lyn Chan and Michigan technology coordinator Keith Zook.

If you have a question for Dr. Hacker on any topic—from NEA Online to desktop publishing—write Dr. Hacker at NEA Center, 1201 16th St., N.W., Washington, DC 20036, or use NEA Online. Just key-word NEA Today.

For details about getting on NEA Online, subscription costs, and more, please see page 29 of this issue.



Each month in this space, we'll run a sampling of questions from NEA members about technology. Our aim is to present a cross section of topics that reflect members' wide range of experience and expertise.

More Info.

In the last Dr. Hacker column, we listed the Educational Resources Information Center (ERIC) as a source of information about computer technology. For a copy of "The Pocket Guide to ERIC" and "All about ERIC" write: ERIC, 1 Dupont Circle, Suite 630, Washington, DC 20036. 202/296-2597. To subscribe to *The ERIC Review*, write: The Eric Review, Access ERIC, Aspen Systems Corp., 1600 Research Blvd., Rockville, MD 20850. 800/538-3742.

NEA Online Update

NEA has prepared an action plan to help NEA rural members who must make a toll call to access NEA Online, the new electronic communications network. The plan is a step-by-step guide to help these members fight for rate relief. It suggests:

➤ Contact Sprint (800/736-1130) and Tymnet (800/336-0149). These two companies handle the phone traffic for NEA Online and can tell you if any new nodes (local connecting points) have been added to your local calling area.

➤ Call your local telephone company; some may be willing to adjust tariffs and reduce the toll charge.

➤ Mount a local campaign with other members who want to subscribe to NEA Online but can't get it without a toll charge.

The complete action plan is available through NEA Online or by writing to NEA Online, Action Plan, 1201 16th St., N.W., Washington, DC 20036.



Joe DiBio

If you're a regular or just an occasional user of NEA Online, NEA's newest electronic network, you "know" Bonnie Bracey. She's

always willing to share a tip or get a discussion going, especially in the Teaching & Learning section of NEA Online.

Now, Bracey, a fourth- and fifth-grade teacher at Arlington's Ashlawn Elementary, will become even better known. She's one of 27 people appointed by the Commerce Department to a panel that will explore the future of telecommunications, including legislation that will be needed.

Bracey, the only teacher on the panel, says, "I'd like to make sure educators have a part in planning and design of future electronic communications systems."

Other members of the panel include: Morton Bahr, president of the Communications Workers of America (CWA); Bert Roberts, Chairman of MCI Communications Corp.; and John Scully, the former head of Apple Computer, Inc.



America Online Can Make the Difference Between a Good Teacher—and a Great One.

America Online gives teachers access to the the best resources, current publications, and the information you need—when you need it. Discuss the challenges teachers are facing in today's classrooms with educators across America. Share your ideas or pick up new ones. Exchange projects and lesson plans. Keep up to date through interactive, online classes and conferences—without leaving your keyboard.

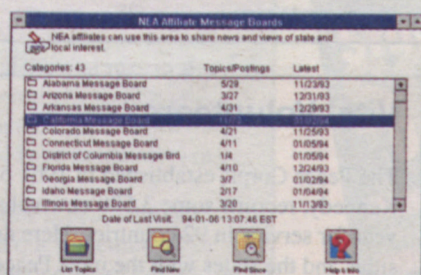
Unlimited Use of NEA Online!

NEA Online—available only on America Online—offers NEA members a place to meet and communicate with colleagues, whether they live down the street or across the nation. Best of all, use of the NEA Online area is free to NEA members.

The Possibilities Are Endless

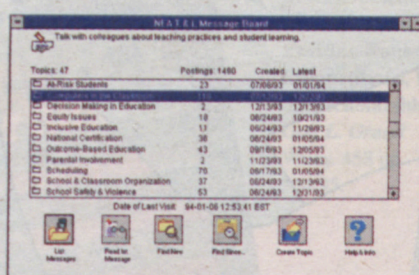
With just a couple of keystrokes you can accomplish so much. All you need is a computer and a modem; we'll send you free software and a free trial membership so you can begin exploring this fascinating world of information.

Here's a sampling of what you'll discover—



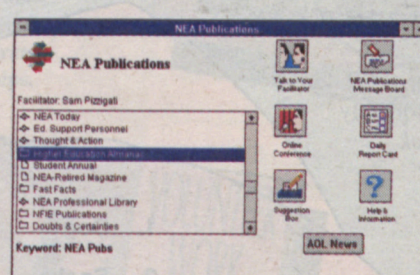
NEA Affiliate Message Boards

Keep current on what's happening in your area; share the news and views of local interest with your colleagues and educators across the nation.



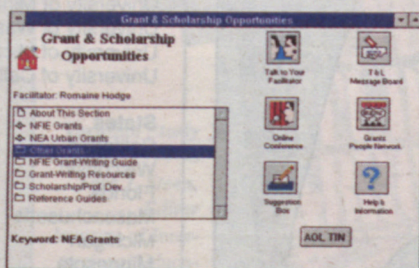
Teaching & Learning Message Board

Exchange experiences and insights about teaching practices and student learning.



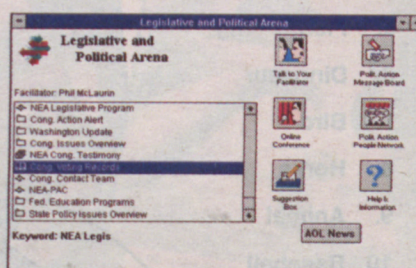
NEA Publications

Search for past articles or favorite pieces from NEA publications, send a letter to the editor, and order a book online.



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Let your voice be heard, stay informed, check the voting records of your elected representatives, and have an impact on the political process and issues that affect you.

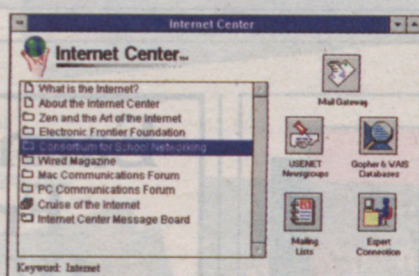
Free Time On America Online

You'll have five free hours your first month to explore *all* the resources of America Online. Plus, your NEA Online membership includes free time on America Online each month. Just point and click with your mouse to access hundreds of services.



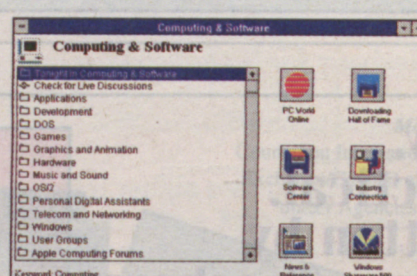
Smithsonian Online

Learn the value of museums and related institutions from the largest museum and research complex in the world. View objects and images, attend online events, and more!



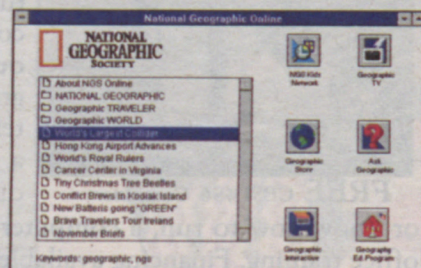
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Navigate the Internet with ease. Our new Internet Center puts the vast resources of the Internet right at your fingertips.



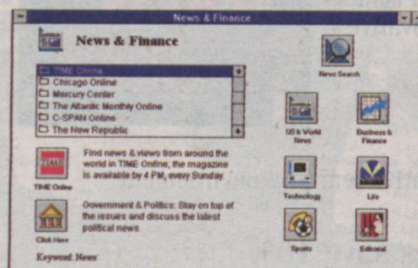
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America Online is available in DOS, Windows, Macintosh, and Apple II platforms.

To use America Online for Windows you must have a 386 PC or higher, 4MB of RAM, a VGA monitor, a mouse, a modem, and a working copy of Windows 3.1. The DOS version of America Online requires a PC/XT or higher, 512K of RAM, a Hercules/EGA monitor or higher, a hard drive, a mouse, and a modem.

Use of America Online requires a major credit card or checking account. Limit one free trial per household.

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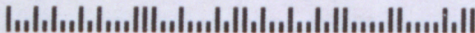
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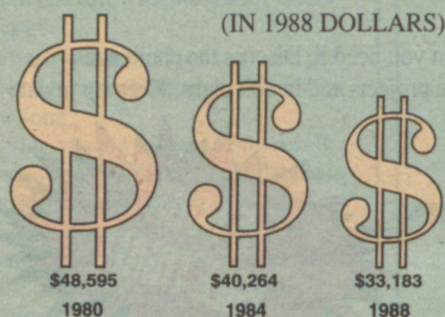
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DATA BANK

Diminished Fortunes?

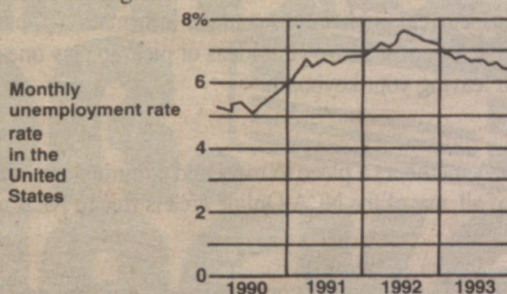
Over the past decade or so, the median net worth for 35- to 44-year-olds has taken a nose dive.



Source: Times-Mirror Center for The People & The Press

The Job Scene

The nation's unemployment rate dipped again in December, to 6.4 percent, the lowest point in three years. Below, how the rate stacks up from 1990 through 1993.



Source: Labor Department

Projected Populations

Present population of major regions of the world and projections of those populations (in billions) for the year 2100.

	1990	2100
Africa	0.6	2.9
India	0.9	1.9
China	1.1	1.4
Other Asia	1.1	2.7
Industrialized world	1.0	1.2
Latin America	0.5	1.1

Source: United Nations

Kids' Pet Topics

Here are the subjects children look up most frequently in the *World Book Encyclopedia*.

-
1. Dog
 2. Snake
 3. President of the United States
 4. Cat
 5. Fish
 6. Dinosaur
 7. Bird
 8. Horse
 9. Animal
 10. Baseball

Source: World Book Encyclopedia

Vital Volunteers

The Peace Corps, established in 1961 by President Kennedy, recruits some 3,500 new volunteers each year for service in 92 countries. Here are the universities and the states with the most Peace Corps volunteers.

Universities	
University of Wisconsin/Madison	351
University of Minnesota	236
University of Washington	233
University of Michigan	218
University of California/Santa Barbara	191

States	
California	871
Wisconsin	245
Florida	245
Massachusetts	245
Michigan	245
Minnesota	245
Ohio	245
Pennsylvania	245

Source: Peace Corps

It's New. It's Practical. It's Written by Classroom Teachers.

Teaching and Change, co-published by the NEA Professional Library and Corwin Press, is a quarterly journal that offers an exciting and vital forum for you. Each issue tackles real problems and offers innovative solutions covering topics such as:

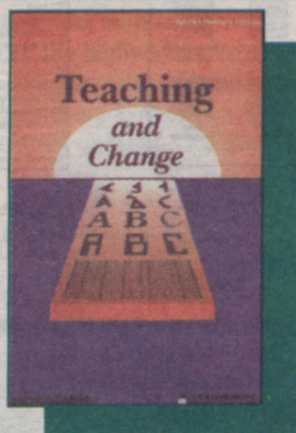
- Cross-curricular instruction
- Cross-age teaching for at-risk students
- Collaborative skills in a cooperative learning environment
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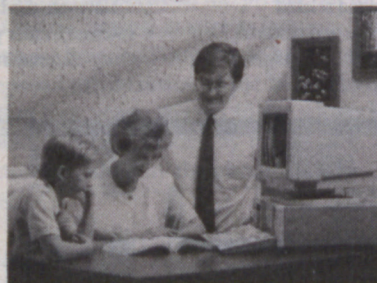
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BOOK BEAT

Experiential Learning, Exotic Places

If you (or maybe your teenager) would like to have a summer internship or work away from home—even overseas—then listen up.

Ever dreamed of restoring a castle in Belgium? Or picking grapes in Bordeaux? The latest crop of vacation program directories can tell you how to find summer work—paid and volunteer—in exotic locales.

Some opportunities appear in books that are basically about something else, such as *Vacation Study Abroad* (about U.S. college overseas study programs), *Peterson's Summer Opportunities for Kids and Teenagers* (about U.S. summer camps), and *Student Science Opportunities* (about summer science workshops for high school kids).

Dig around in the index and contents pages for such key words as community service, construction, expeditions, farming, field research, internships, restoration (there really are volunteer jobs to restore castles!), volunteer, and work-camp (places where people volunteer to clean up parks, wetlands, etc.).

Or go to *Work, Study, Travel Abroad*, published by the Council on International Educational Exchange (CIEE)*, which zeroes in on work possibilities. It describes CIEE's own international workcamps and gives country-by-country listings of travel, study, and work (intern or volunteer) programs. (Also from CIEE, don't miss *Smart Vacations: The Traveler's Guide to Learning Adventures Abroad* and *Going Places: The High-School Student's Guide to Study, Travel and Adventure Abroad*, not pictured.)

Two British directories, distributed here by the International Institute of Education*, also list overseas work opportunities—though they're aimed mainly at citizens of the European community. *Working Holidays 1994* tells how to get paid, say, to put up tents in a European campground, work for Euro Disney, or harvest crops in France. (But forget about the grapes in Bordeaux: the picking season doesn't jibe with school vacations.)

The other British book, *Volunteer Work*, and CIEE's *Volunteer!*, give information about unpaid work, including programs run by religious denominations.

Find all these books in a library reference department or with the college directories or travel books in a bookstore.

—Nancy R. Needham
Book Review Editor



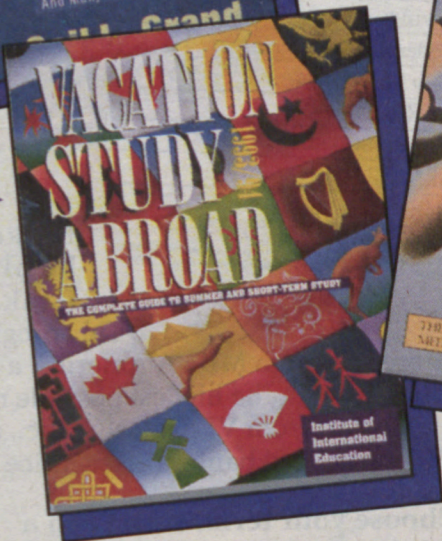
Peterson's Summer Opportunities for Kids and Teenagers 1994
Peterson's Guides. 1007 pp. \$21.95.

Student Science Opportunities: Your Guide to Over 300 Exciting National Programs, Competitions, Internships, and Scholarships.

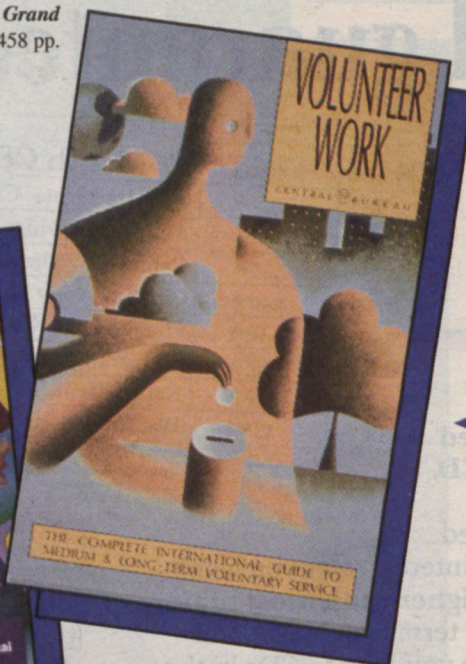
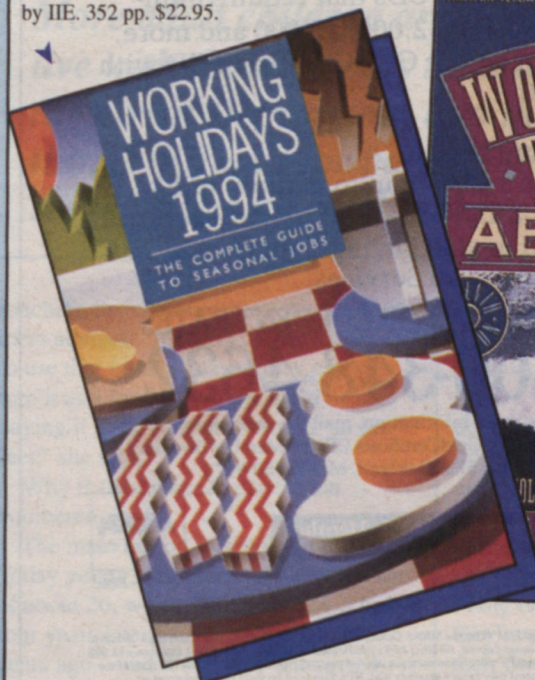
Gail L. Grand
Wiley. 458 pp.
\$14.95.



Vacation Study Abroad, 1994-95
Sara J. Steen,
Editor
Institute of International Education. 332 pp.
\$36.95.

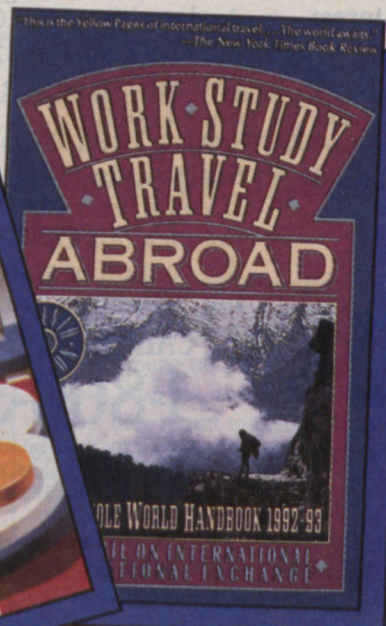


Working Holidays 1994
U.K. Central Bureau for Educational Visits and Exchanges. dist. by IIE. 352 pp. \$22.95.



Volunteer Work
U.K. Central Bureau for Educational Visits and Exchanges. dist. by IIE. 5th ed., 192 pp. \$22.95.

Volunteer!
Max Terry, Editor
Council on International Educational Exchange/Council of Religious Volunteer Agencies. 190 pp. \$8.95.



Work, Study, Travel Abroad
Del Franz and Lazaro Hernandez, editors
Council on International Educational Exchange/St. Martin's Press. 601 pp. \$13.95.



*Order from CIEE at 800/349-2433; from IIE via IIE Books, 809 United Nations Plaza, New York, NY 10017-3580, FAX 212/984-5358. Both charge for p&h.

RESOURCES

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SOCIAL STUDIES/COUNSELING

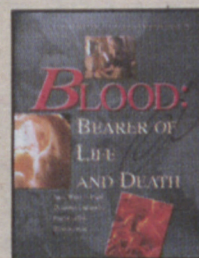
Human Rights for Children. Human Rights for Children Committee. A volunteer group within the Tacoma, Washington chapter of Amnesty International presents activities/bibliographies at different

grade levels to help children 3-12 practice the principles of the U.N. Declaration of the Rights of the Child. 68 pp. \$10.95 (spiral binding, \$12.95). Mention NEA, p&h is free! Hunter House Inc., Publishers, P.O. Box 2914, Alameda, CA 94501, FAX 510/865-4295.

SCIENCE

Blood: Bearer of Life and Death. Aimed at teachers and sophisticated high school

juniors and seniors, this booklet describes how research in molecular biology is leading to procedures, such as gene therapy, for treating blood disorders. 60 pp. Free. Howard Hughes Medical Institute, 4000 Jones Bridge Rd., Chevy Chase, MD 20815.



SCIENCE/SAFETY

Happy 50th, Smokey Bear! In honor of the 50th anniversary of Smokey the Bear, the U.S. Forest Service and the Smithsonian Institution offer a kit (activity booklet, jigsaw puzzle, and poster) designed to teach forest safety to primary school children. Free. Office of Elementary and Secondary Education, Smithsonian Institution, Arts & Industries Bldg., Rm. 1163, MRC 402, Washington, DC 20560.



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3.06%	3.10%	First Chicago, Chicago
2.95%	2.98%	Mercantile Bank, St. Louis
2.97%	3.00%	NationsBank, Dallas
3.30%	3.35%	Wachovia Bank, Atlanta

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RETIREMENT

Ready or Not: Your Retirement Planning Guide, 21st edition. Elizabeth McFadden. 1994 ed. A compendium of tips on the financial, social, and health aspects of retirement. 95 pp. \$6.55 including p&h (special price for NEA members). Manpower Education Institute, 715 Ladd Rd., Bronx, NY 10471.

SCIENCE/SOCIAL STUDIES

Save the Rainforest Video. Describes the ecology of Central and South American rainforests and shows examples of rainforests children have helped to save through the International Children's Rainforest Network. 20 minutes. \$5 including p&h. Save the Rainforest, 604 Jamie St., Dodgeville, WI 53533.

WOMEN'S RIGHTS

20th Century American Women.

Set of 14 full color 15 1/2" x 11 1/2" posters of U.S. women—including Hillary Rodham Clinton, Charlayne Hunter-Gault, and Sally Ride—who have taken leading roles in American public life. \$15 plus \$2 p&h. Order by credit card from Social Studies School Service, 800/421-4246.



SCHOOL ORGANIZATION

Time Strategies.

A volume in NEA's Teacher-to-Teacher series. Presents innovative ways, including block scheduling and "purchased" time (e.g., substitute and early release days), to structure the school day and create time for teachers to do professional activities outside the classroom. 96 pp. Stock no. 2902-X-00-FF. \$9.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516. 800/229-4200, FAX 203/933-5276.



LOOKING AHEAD TO RETIREMENT

You've emptied the nest. Your adult children have left home to pursue their own lives. While you miss them and look forward to their visits, you're enjoying the privacy and flexibility of your new lifestyle.

But now one of your children wants to move back in. Perhaps unemployment or divorce has driven him back home. Or maybe he has the money to support himself but would rather start a savings account and reclaim his old room.

If you have reservations about the situation, don't feel guilty. An adult child's return to the nest can be stressful for everyone involved, even if it's only for a short time, and even if the parents and child get along.

And your child's return doesn't mean that you or she has failed. More than likely it means that she needs to come home temporarily until she gets back on her feet.

The situation is not uncommon. Today more young adults are living with their parents than at any time since the Great Depression.

An adult child's return often creates family tensions, especially if the child is unemployed or brings children home. "The generations are affected differently," notes Kathleen Skilton, Ph.D., a clinical psychologist who has counseled reunited families.

"The grown child experiences a loss of independence and autonomy. Meanwhile, the parent is prevented from moving into retirement and forced to resume his role as caretaker.

"This can make the parent feel burdened and taken for granted, especially if the child slips back into adolescence and expects to be waited on."

The key to making it work, says Skilton, is discussing the arrangement ahead of time. Talk about what the child must do to get back on her feet and how long she'll stay. Also, establish some house rules and decide what the child will contribute.

"The child should pay something—money or services—toward room and board," advises Skilton.

One of the most difficult issues for parents is financial support. "Parents want to help, so they stop thinking about themselves, they become less practical," notes Dianne Summers, a certified financial planner with Ferris, Baker, Watts in Washington, D.C.

"Often they dip into retirement funds not just to help, but to finance the child's existence. That's a setup for not having enough retirement money."

If possible, parents should avoid

Back Home, Again



More adult children are returning home to live with their parents than at any time since the Great Depression, and that can make things difficult for parents and kids. Here are some things to watch out for.

touching their retirement nest eggs, Summers advises. "If parents feel compelled to use that money, maybe they can structure it as a loan so that the child begins paying it back when he's finally on his feet," she says.

Why is the under-25 generation boomeranging?

The main reason is delayed marriage. Today young men marry at a median age of about 26, women at around 24. That's four years later than people married 30 years ago—and it's mainly unmarried children who live in their parent's homes.

Another reason is the economy. The cost of everything—housing, transporta-

tion, college—has skyrocketed.

Many young people attend college for a while, drop out to work and save money, then return to complete their degrees. The result is a prolonged education and a prolonged period of dependence on the family.

A college education, however, doesn't guarantee a high-paying job. Entry-level salaries haven't kept pace with inflation. Many twentysomethings, even though they're employed, can't afford to live on their own. Others are having trouble finding jobs at all.

Under IRS rules, parents can tax-deduct an adult child (under age 19 or a

full-time student under age 24) as long as they provide more than half the child's financial support.

Older children or those not in school can't be deducted unless their gross incomes fall below \$2,350 this year.

Besides financial support, other issues to consider before your child moves back home include:

➤ **Health insurance:** If the child doesn't have coverage, consider putting him on your policy or purchasing coverage for him.

The child can be included on your policy if he's a full-time undergraduate and under the age of 23 to 25, depending on the policy.

If he doesn't meet these criteria, he should consider enrolling in an HMO or purchasing a short-term policy that provides temporary coverage.

➤ **Auto insurance:** If your child will be driving the family car, you should add him to your auto policy.

The premiums usually won't change unless the child is under age 25 or has a bad driving record. If the child has his own car, you may be able to insure it with your company at a discount.

➤ **Household expenses:** Decide if and how household expenses (utilities, groceries, etc.) will be split. If the child is broke, ask him to contribute in other ways, by doing yard work, for instance, or grocery shopping.

If you decide to charge the child rent, it won't be considered taxable income as long as you don't charge the full market rate.

➤ **Chores:** Decide who will do the extra laundry and how the cooking, cleaning, and grocery shopping will be handled.

➤ **Telephone:** Consider putting a separate telephone line into the child's room and making him pay for it. Two answering machines can eliminate the hassles and miscommunication of taking each other's phone messages.

Once these issues are settled and the child moves back in, try not to interfere too much in his daily life, says Skilton. "And don't make the mistake of giving up your independence," she advises.

"Continue pursuing the activities you enjoy."

A variety of benefits are available to NEA-R members through NEA-Retired and NEA Member Benefits. For more information, call 800/637-4636.

RECLUES

Time for The Tests

On March 5-6, hundreds of teachers—many of them NEA members—will participate in field testing of assessment exercises that could be used to evaluate candidates for national teacher certification.

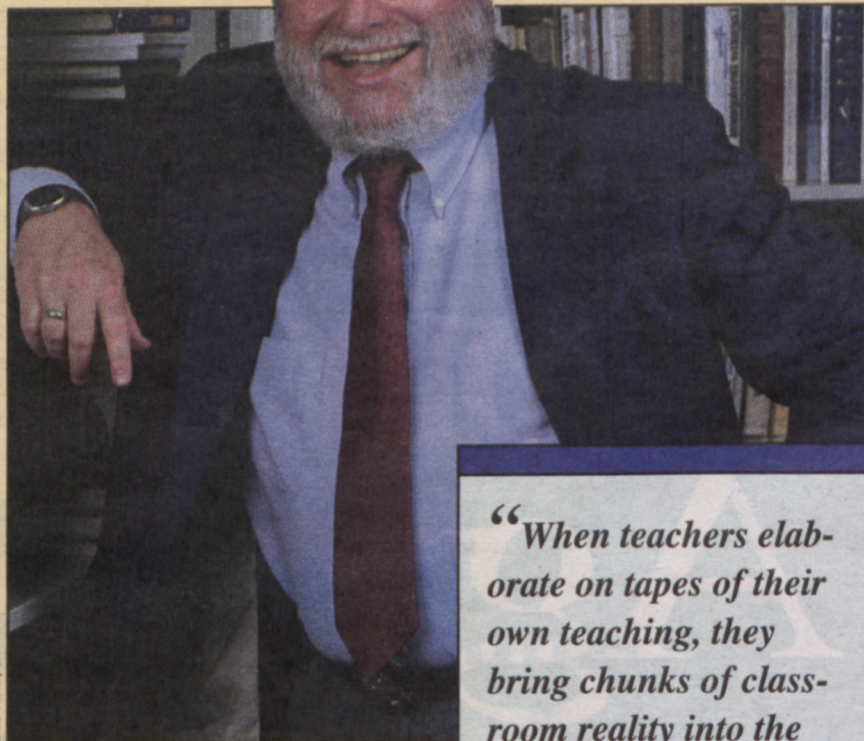
Stanford education professor Lee Shulman (right) practically invented the idea of assessment exercises for national teacher certification. NEA Today writer Nancy Needham spoke with him recently.

Are you excited about the field test?

What's exciting is that the process the National Board for Professional Teaching Standards [NBPTS] is using draws on nearly all our work at the Stanford Teacher Assessment Project.

We devised a system that calls for a structured teacher portfolio to be sent to an assessment center, where the candidate will explore it with an examiner. Then the center will evaluate all the candidates' performance on common tasks.

The teacher portfolio is at the heart of the assessment process. It shifts the emphasis in evaluation from the old dependence on multiple choice tests or quick classroom visits. Instead the



Bob Rina, Jr.

teacher develops materials and modifies them until she or he is satisfied.

What have you observed in tests of assessment exercises?

In our own tests, what struck us was how rapidly both candidates and examiners became deeply involved.

When teachers were elaborating on

"When teachers elaborate on tapes of their own teaching, they bring chunks of classroom reality into the assessment setting."

tapes of their own teaching—reconstructing the circumstances of why they decided to do what they did—they were bringing chunks of classroom reality into the assessment setting.

As a consultant to the National Board, what will you look for in the field tests? Several things. First, can we retain the excitement, the freshness, the validity of "real-life" assessments when we move them out of a small community—such as we had in our Stanford tests—to the national level? To get more uniform scoring, the Board has had to substitute written exercises for some of the interactive "oral" ones we designed.

Second, can issues of fairness and equity be met squarely?

The teaching profession has to appreciate what an extraordinary experiment the National Board is engaged in. If we're realistic, we'll expect serious problems. If there are only a few, the operation will be incredibly successful. No one's ever tried to do this much all at once.

Get Involved

The NBPTS needs experienced, highly accomplished teachers to apply to be assessors for the current field tests of its assessments in Early Adolescence/English Language Arts (students age 11-15) and Early Adolescence/Generalist (students age 11-15). Fax the names and addresses of recommended teachers (self-recommendations are fine) no later than March 15, 1994 to Valarie French, Assessment Operations, NBPTS, at 313/259-0973. Applications will be mailed to those whose names are received.

EDUCATION MARKETPLACE

EMPLOYMENT

Jobs for teachers/principals. Send SASE to NTC, Box 1257, Boston, MA 02118-1257; 617/267-3204.

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PUBLISHING OPPORTUNITIES

Publish your teaching anecdotes. If chosen, you'll be recognized in upcoming nat'l pub. Send w' name, address to POB 20611, Birmingham, AL 35216.

TRAVEL

Educators Bed & Breakfast Network. \$25 a night for two. Private travel network+House-sitting exchange—1600 members in 24 countries. Box 5279, Eugene, OR 97405, 800/377-3480

Singles Vacations. Travel with groups of singles over 30. Cruises during school breaks to great destinations. Call for brochure 800/331-2268.

FELLOWSHIPS

Teaching Tolerance, a national education publication based in Montgomery, AL., seeks full-time research fellow with background in education and interest in equity issues. Classroom teachers encouraged to apply. One-year position; full benefits; relocation required. Send resume and writing samples to: Sara Bullard, Editor, *Teaching Tolerance*, Southern Poverty Law Center, 400 Washington Ave., Montgomery, AL 36104.

Summer Holocaust Teaching Fellowships. Overseas seminar for secondary school teachers, July 5-July 29, 1994 in Israel with a stop in Poland. Sponsored by the American Gathering of Jewish Holocaust Survivors, Educators' Chapter of Jewish Labor Committee and AFT. Program includes lectures by noted scholars, visits to prominent Holocaust Institutions, excursions to historic sites. Teachers pay \$1,750, covering air travel from New York, hotels, two meals a day, some trips. Application deadline: April 15. For information and application, write: Jewish Labor

Committee, 25 East 21st Street, New York, NY 10010.

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LEGAL TIMES

Can the public schools sell two minutes a day of children's time to commercial advertisers? To date, lawsuits have been filed in five states to settle the question.

In one corner: Whittle Communications, producer of the 12-minute program, Channel One. Whittle offers school districts a trade: free TVs and VCRs in exchange for requiring students to view two minutes of advertising and a 10-minute "news" program every school day. Whittle sells the ads and makes a hefty profit.

In the other corner: parents and educators who object to the commercial exploitation of children.

Delegates to the 1993 NEA Representative Assembly took a strong position against the "growing commercialization of our classrooms." As Nick Leon, the California teacher who sponsored the measure, put it, "It's not the job of teachers to help sell candy bars, zit-cream, sugar water, and hamburgers in classrooms to students."

Dozens of other national organizations have taken similar positions, including the National PTA, the National School Boards Association, the National Association of Secondary School Principals, and the American Association of School Administrators.

Of the five lawsuits, Whittle has won two; the other three are still pending. Here's a summary:



NORTH CAROLINA Case 1

When Whittle rolled into North Carolina in January 1990, the State Board of Education took immediate action, adopting a temporary rule effectively banning Channel One from North Carolina's public schools.

After one local board ignored the rule and entered into a contract with Whittle, the state board and state superintendent sued Whittle and the local board seeking to invalidate the contract.

The state board's chief argument was that permitting this commercial enterprise in the public schools violated the state constitution's guarantee of a "free" public education. In effect, the board argued, "students pay for the equipment with the time they spend watching commercial advertisements for Whittle's financial benefit and the benefit of Whittle advertisers."

In an April 1991 decision, the Supreme Court of North Carolina ruled for Whittle. The court reasoned that the students weren't being "charged" a fee for attending school. And even if they were, there's "no constitutional bar to the collecting by our public schools of modest, reasonable fees for the purpose of enhancing the quality of their educational effort."

In dissent, Judge Harry Martin argued that the state board properly exercised its authority in banning Channel One. His reason: by contracting with Whittle, "the local board delegated to Whittle the determination of what materials would



Channel One: Kids for Sale

The courts have given mixed reviews to Chris Whittle's controversial Channel One, the 10-minute news, two-minute commercial program aired daily by many high schools.

be presented to the students" in school.

Citing a study that concluded that Channel One had "no significant effect on what students retained," Judge Martin charged that, "Channel One is neither instructional nor needed for instructional purposes. To the contrary," he concluded, "it endorses and exacerbates the prevalent habit of watching TV, which inhibits the education of our schoolchildren."



NEW JERSEY Case 2

The New Jersey Education Association (NJEA) took on Channel One in February 1991, by filing a petition with the New Jersey Commissioner of Education challenging the presence of Channel One in the Trenton public schools.

"School districts shouldn't sell their students as audiences," former NJEA President Betty Kraemer said in connection with the filing.

In a sweeping 34-page decision issued in June 1992, Administrative Law Judge Bruce R. Campbell upheld NJEA's claim.

The Trenton School Board, Campbell wrote, "was faced with an alluring dilemma: shall we trade six hours of each involved pupil's instruction time each year for equipment and programs?"

In "taking more than a whole school day from legitimate educational pursuits and turning it over to commercial interests," he added, the board didn't act "in the best interests of its charges" and violated New Jersey's compulsory attendance law.

"The commercial content of the Channel One broadcasts is inappropriate fare in homeroom or any other school-day period," he concluded.

Campbell's decision was later overturned by former New Jersey Commissioner of Education John Ellis, who ruled that schoolchildren weren't being deprived of instructional time because

Channel One usually is shown during homeroom.

NJEA has appealed Ellis' decision to the Appellate Division of Superior Court. Briefs have been filed, and a decision is expected this spring.



CALIFORNIA Case 3

In California, two members of the California Teachers Association (CTA), Barbara Rehugler and Doris Reynolds, joined with then State Superintendent Bill Honig and the California PTA in suing the East Side Union High School District for showing Channel One. CTA has filed an *amicus* brief in the case.

In an opinion issued in November 1992, a California Superior Court upheld the legality of Channel One, but only if the "viewing of Channel One is strictly voluntary."

To ensure this, the court issued a permanent injunction requiring the school district to:

- notify parents in writing each semester that viewing the broadcast is strictly voluntary
- provide a "structured, supervised alternative activity" for students who opt out
- inform each teacher of the terms of the injunction.

The court also appointed a monitor to ensure district compliance with the order.

The case has been appealed. CTA plans to file an *amicus* brief in the court of appeals.



TENNESSEE Case 4

In a 1992 federal lawsuit filed in Knoxville, Tennessee (home of Whittle Communica-

tions), plaintiff Steven Wallace and his son argued that the broadcast of Channel One in the Knox County public schools violated the federal constitution.

In dismissing the case, federal Judge Leon Jordan noted that school officials allowed Wallace's son to leave the classroom and stand in the hall or sit in the "teacher's room" during the broadcasts, and concluded that this arrangement didn't violate any of the plaintiffs' constitutional rights.

The court added, "Two or more minutes of advertisements can't do any more 'damage' to the minor plaintiff than years of living in the consumer society that exists in most westernized cultures and not just in the United States."



FLORIDA Case 5

And in Florida, several children, their parents, and a teacher sued Whittle and the School Board of Alachua County last year, charging that the school board seeks "to exploit schoolchildren ... for private gain—specifically, the economic enrichment of Whittle."

They also claim that the broadcast of Channel One violates their right to attend free public schools and unconstitutionally empowers Whittle to determine the content of materials and programs used in school.

Whittle and the school board have asked the court to dismiss the case. Arguments were heard last October, and a decision is expected soon.

These five lawsuits have caused one substantial change in the way Whittle does business: the contracts that school districts now sign with Whittle contain two new "opt out" provisions.

One clause recognizes that, "[t]his agreement does not require that all teachers use Channel One or that all students or any particular student view Channel One."

The other clause states that the "school may elect not to have certain classrooms installed [with TVs] in order to accommodate (1) teachers who do not wish to show Channel One and/or (2) students who do not wish to view or whose parents do not wish them to view Channel One."

NEA will continue to monitor the Channel One developments on the legal and legislative fronts.

—Michael D. Simpson
NEA Office of General Counsel

NEA continues to promote alternatives to Channel One. One of these is CNN Newsroom, which reaches 25,000 schools free of charge. For more information, write CNN Newsroom, 1 CNN Center, Box 105366, Atlanta, GA 30348.

A second effort, Cable in the Classroom, offers 525 hours of commercial-free programming each month in classrooms in 62,000 schools. For more information write Cable in the Classroom, 1900 N. Beauregard St., Suite 108, Alexandria, VA 22311.

INTERNATIONAL

RIGHTS WATCH

'A Modern Form Of Slavery'

Burmese girls, some as young as 12, are lured into Thailand, often with the cooperation of government officials, supposedly to work as domestics or waitresses. Once in Thailand, they're forced into the sex trade under debt bondage and other arrangements that ultimately prevent their escape.

A new report by the Women's Rights Project of Asia Watch, a division of the New York-based Human Rights Watch, estimates that more than 20,000 Burmese "sex slaves" are now held in brothels throughout Thailand.

NEA and its affiliate, the Education International, have policies decrying the exploitation of children. EI is engaged in a global effort to fight such abuse. Both organizations are mobilizing members to protest the treatment of children in Thailand.

The Women's Rights Project report, *A Modern Form of Slavery*, is based on interviews with the victims of this vicious exploitation.

Many of the girls have contracted AIDS as a result of forced sexual activity. They report threats, beatings, and retaliation for taking any action to escape. Should they escape the brothels and be arrested by police as illegal immigrants, they are made to suffer further sexual abuse in the detention centers.

The report also indicates that even when the girls are arrested in raids upon the brothels and sent back to the border, they are captured a second time by brothel agents who prey upon their fears of arrest upon return to Burma.

The Asia Watch Report indicates that police and border patrol officials are engaged in both the trafficking and the operation of the brothels. They routinely escape punishment for their complicity, says the report, as do the brothel agents, owners, pimps, and clients.

Government officials say they will crack down on corrupt officials and others involved in the sex trafficking business, but observers claim that the power of those in the business will make its elimination most difficult.

Resources for The Classroom

Copies of the 160-page report, *A Modern Form of Slavery*, are available for \$15 (add \$2.50 for shipping and handling) from the Publications Department, Human Rights Watch, 485 Fifth Avenue, New York, NY 10017-6104.

Teachers Team Up for Democracy

Teachers in Eugene, Oregon and Oaxaca, Mexico compare notes on teaching strategies, bilingual education—and democracy.

In Oaxaca, Mexico, state authorities dictate what to teach and, often, how to teach it. Low salaries force teachers to work day and night shifts to make ends meet. Low funding levels force students to bring chalk, markers, and other supplies to school.

Until a few years ago, Mexican authorities even appointed union officials. But recently, after a fierce 13-year struggle that left 100 teachers dead, Oaxaca teachers won the right to elect their own union officers. Now they're fighting to bring democracy to their classrooms.

Last summer, 30 Oaxaca teachers gave up a week's vacation to meet with six teachers from Eugene, Oregon, all members of the Eugene Education Association (EEA) Human and Civil Rights Committee.

The seminar—organized by the EEA and the 48,000 member Oaxacan State Teachers Union—focused on alternative teaching strategies. But the true agenda was much larger.

Mexican teachers learned more about how to teach students to think for themselves. And American teachers were reminded that democracy only grows if it's nourished in the classroom.

"In Oaxaca, as in many American classrooms, teachers still use the lecture-test-regurgitate method of teaching," notes Oregon teacher and participant in the Eugene-Oaxaca project Howard Yank. "The Oaxacan teachers wanted to know what we were doing to help kids become more involved in their own education."

"And," adds Yank, "that's what we're promoting in the United States, too. It was a real two-way street."

Among the week's highlights was a workshop discussion led by Oregon teacher Javier Gonzalez on bilingual education. Gonzalez shared techniques he uses to teach Latino youth in Eugene. For the Oaxacan teachers, bilingual education involves educating native Zapotec or Mixtec speakers as they acquire the Spanish language necessary for school.

Oaxacan teachers responded with enthusiasm and great emotion to a simulation on land reform in Latin America that Yank had developed to teach his students critical thinking skills.

During informal talks, the Mexican and U. S. teachers spoke more about their similarities than about their differences.

"We have a stronger financial base for education," says



This slogan, painted on an Oaxacan building, translates into "teachers in struggle."



Oaxacan and Eugene, Oregon teachers exchange ideas during last summer's week-long gathering.

project co-coordinator Larry Lewin. "There's no comparison in that regard."

But that base is slipping. The ballot measure that passed in Oregon in 1990 has contributed to Oregon's funding crisis, Lewin says, and "public education is

under attack all over the country."

Meanwhile mounting threats to education funding in both Mexico and the United States may increase if the recently approved North American Free Trade Agreement negatively affects either economy. Given the unpredictability of events in both countries, the Oregon and Oaxacan teachers agreed to maintain a dialogue.

As Oaxaca teacher Silvia Aguilar says: "We can't remain isolated and leave our fate in others' hands."

A Carr Grant from NEA's National Foundation for the Improvement of Education allowed the Eugene teachers to travel south, and now Eugene teachers are looking for funds for the second year of this binational project.

If you have suggestions for funding sources, are interested in joining the Oaxacan project, or just want more information, write to Howard Yank or Larry Lewin, Human and Civil Rights Committee, Eugene Education Association, 2815 Coburg Rd., Eugene, OR 97401, 503/345-0338.

Understanding the International Scene

This is the last in a series of articles exploring the relationship between UNESCO, a United Nations Agency, and NEA.

After playing a significant role in the founding of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United States formally joined UNESCO in 1946.

In 1984, 38 years later, the United States withdrew its membership in UNESCO and remains outside to this day. Why is a tough question to answer.

In December 1983, after an 18-month review of U.S. participation in nearly 100 international organizations, then Secretary of State James Baker notified UNESCO that the United States would withdraw on December 31, 1984 unless UNESCO made major changes.

While the Reagan Administration put forth no definitive list of needed reforms, major criticisms focused on budget

growth, politicization, mismanagement, and the administrative style of the then director-general.

Opponents of the withdrawal, including NEA leaders, advocated reforms, not withdrawal. In fact, many reforms had already been implemented.

Since withdrawal there have been countless Congressional hearings, reports, studies, articles and books on UNESCO. All, including four by the U.S. Government Accounting Office (GAO), provide abundant evidence that the requirements for change have been met or reforms are well underway.

The obstacle now seems to be not the agency's competence or potential, but rather the politics surrounding the cost of membership—approximately \$60 million per year.

NEA continues to support UNESCO and its important programs for the world's children. For information about how to get involved, write to NEA International Relations, 1201 16th St., N.W., Washington, DC 20036.

Your NEA

Q & A

Political Action

What is NEA-PAC?

NEA-PAC is NEA's Political Action Committee. Established in 1972, NEA-PAC helps elect to federal office candidates who support federal legislation consistent with the policies established by the NEA Representative Assembly.

NEA-PAC supports friends of education by making financial contributions to their campaigns and by encouraging members to volunteer their services to the Association's political action program.

Where do NEA-PAC funds come from?

NEA-PAC funds come exclusively from the voluntary contributions of NEA members. No dues money is ever used to contribute to a candidate.

How much money does NEA-PAC donate each election cycle?

NEA-PAC contributed \$2.3 million to federal candidates for the 1992 elections.

Who's eligible to receive NEA-PAC endorsements?

NEA-PAC's official endorsement is given only to a congressional candidate who's recommended by the state affiliate. Each state Association has its own policies for determining recommendations to NEA-PAC.

Is there really an NEA Political Action Committee?

Yes, there's a 68-member Committee. Each state affiliate appoints one NEA-PAC Committee member. The Committee also includes representatives of the NEA Board of Directors, the NEA Executive Committee, minority caucuses, the Higher Education Caucus, the Caucus of Educators of Exceptional Children, Advisory Committee of Student Members, educational support personnel, NEA Retired, and the National Council of Urban Education Associations.

Why does NEA-PAC conduct fundraising at the Representative Assembly each year?

The NEA-PAC race and giveaway are fun and exciting ways to build enthusiasm, generate support, and collect funds for NEA-PAC.

What about the charges that PACs are too powerful?

PACs play a significant role in American politics. They allow individuals to become politically active and contribute to issues they care about, enhance political education, increase public accountability, and increase the diversity of funding for campaigns.

SPEAKING OUT ON THE ISSUES

'A Battle for the Soul of America'

The 30 percent of Californians who last November voted for Proposition 174—the state's voucher initiative—are sending a poignant message to NEA, declared NEA President Keith Geiger in speeches this winter to the Association's six regional leadership conferences.

"Many of those who voted for Proposition 174 are the very parents we have fought hardest for in the past—at-risk families, the indigent, those with special needs," said Geiger.

He went on to say that those who voted for Proposition 174 did so out of frustration.

"They've been lied to. They've been given promise after promise—and seen promise after promise broken."

The result? "We face a deadly coalition for future battles on vouchers," he asserted.

Geiger described organizing efforts of Americans for School Choice, the organization formed late last year by for-



Carolyn Salisbury

NEA President Keith Geiger warns of the dangers of school vouchers.

mer Education Secretaries Bill Bennett and Lamar Alexander, and Governors John Engler of Michigan, Tommy Thompson of Wisconsin, and William Weld of Massachusetts.

Geiger said that Americans for School Choice plans to raise at least \$1 million a year to support initiatives that would funnel public tax dollars into private schools. According to its brochure, ASC will "build powerful state political organizations in at least 25 states, organize successful ballot initiatives in at least five target states, [and] organize successful legislative initiatives in at least four target states."

Geiger quoted Americans for School Choice's rallying message: "We don't have to win every-

where, but the opposition can't afford to lose anywhere."

Concluded Geiger: "We need to win everywhere, in every place, every time. In this battle for the soul of America, a 99.9 percent success rate won't do."

WORKING FOR YOU

Making Urban Education Central

Oakland, California; Camden, New Jersey; Indianapolis, Indiana; and Houston, Texas are among the districts across the country where NEA's LaMar Haynes and his seven-member staff are helping local educators tackle the problems of urban education.

As director of NEA's Center for the Revitalization of Urban Education (CRUE), since January 1993, Haynes has developed a program for urban affiliates in response to a call from delegates to the 1992 NEA Representative Assembly who asked for more help for urban problems.

"We're working to provide NEA's urban affiliates with resources to help them ensure that the climate and conditions in urban public schools promote learning," says Haynes.

CRUE will initiate new programs that address the needs of inner-city schools and help create better educational opportunities for inner-city youth.

"We're fostering linkages between our local affiliates and community-based agencies to overcome socioeconomic barriers to learning, like hunger and homelessness," says Haynes.

CRUE has brought together leaders and staffers from 50 NEA local affiliates for strategic planning, networking, and priority setting.

"We call this group our stakeholders, and we hope to double its size when we bring members together this spring,"



Joe Di Dio

LaMar Haynes directs NEA's urban education effort.

says Haynes.

He sees the group's goal as providing members and affiliates with the knowledge, skills, and resources to improve conditions of learning in urban schools.

CRUE's first major urban initiative in Oakland, California, involves a family-oriented team approach is working to improve academic education for students.

The initiative has brought together a cross-section of the Oakland community, including parents, students, teachers, principals, the school superintendent, school board members, the mayor, and business and other community representatives, for a team-building and goal-setting

retreat.

The emphasis in Oakland is on training leaders who in turn will deliver workshops throughout the community. CRUE efforts are also underway in five other urban areas where there are NEA locals.

In addition, CRUE's disseminating a series of survival tools for urban educators that address parental involvement, school dropouts, urban technology, education and human services, and community partnerships.

Among other things, Haynes coordinates CRUE's programs and resources in collaboration with other NEA programs and centers.

"We're working to develop a networking system on urban education issues among NEA affiliates," says Haynes.

"That's a good starting point."

SHORT TAKES

Global Learning. NEA's National Center for Innovation is helping to organize two study-travel opportunities, one to Scandinavia and the Baltics, one to Central Europe. The dates are July 8-25, 1994. For information, contact Sylvia Seidel at NEA Center 202/822-7906. . . **Meeting in May.** The National Board for Professional Teaching Standards (NBPTS) is sponsoring the second "National Board Faculty Meeting" by encouraging local school districts to hold meet-

ings during the first week in May. Topics to be discussed: National Board Certification and what it could mean. NBPTS asks each participating school faculty to appoint a recorder and send in the group's ideas on how to define accomplished teaching and how to recognize it. For a discussion guide with hands-on activities and an information packet, contact National Board Faculty Meeting, NBPTS, 300 River Place, N1, Suite 3600, Detroit, MI 48207, 313/259-0830.

Letters



SOLD SHORT

I just finished reading the interview with Myra and David Sadker (Meet, February). I was quite dismayed by the insinuation that most teachers treat girls in the classroom with less enthusiasm than they treat boys.

While the Sadkers present an excellent example of what not to do, what about an example of how to do it right?

The Sadkers are promoting a book. The more they prove their point that teachers have a bias, the more books they will sell.

Your article presents just one side of the story. I think the Sadkers sell teachers short.

—Lisa Chretien
Salem, Oregon

STILL DEBATING

People who are comfortable with their own sexual orientation have little difficulty understanding the validity of the gay and lesbian culture and its role in the rich and diverse fabric of American culture.

Judy Park's hate-filled diatribe about homosexuals, our culture, and our supposed agenda (Debate, December), has no basis in fact and reminds me of the Shakespeare quote, "The lady doth protest too much, methinks."

—Mark Andreatta
Seal Beach, California

We agree with Judy Park—young children should not be taught about the homosexual lifestyle. To even ask the question ["Should First Graders Learn About Gay Families?"] is ridiculous.

Let's get back to teaching young children the basics—reading, writing, and arithmetic. If we can even do that much for children, we've done them a great service. Let's forget about teaching about gay families.

—Nicholas and Coreen Faraco
Barkhamsted, Connecticut

I fear for the lesbian and gay students who come under the influence of Judy Park. No wonder the teen suicide rate is so high for these children. No sympathy, no under-

standing, no love in her tract.

—Richard Garber
River Vale, New Jersey

ZEROES & HEROES

The December issue was so full of articles requiring comment that I'm putting them all in one letter to save a bit of time.

I noted with dismay that you gave a "Hero" award to Attorney General Janet Reno for a stand that advocated what amounts to direct censorship (Heroes & Zeroes). Reno states that "the regulation of violence is constitutionally permissible."

I hope that she is wrong because, as admirable as the goal may be, if this one aspect of art is vulnerable, where do the censors stop?

I found it ironic that this appeared in the same issue with the article about Texas teacher Judy Hammonds being fired for allowing students to read *Brighton Beach Memoirs* (Human Rights).

I shared this article with my students, and they immediately wanted to write Hammonds letters of support as well as write the Mount Pleasant school board to express their abhorrence of the board's act. Any of us who have faced censorship feel for her.

The final issue requiring comment was Judy Park's vitriolic attack on the homosexual lifestyle (Debate). I understand her position that it may not be proper to teach homosexual issues to first graders. I would not be enthusiastic about teaching any sexual issues to first graders.

If, however, what is being discussed is the idea that people should be accepting of other people's choices of dress, custom, culture, music, lifestyle, etc., it's reasonable to address these issues in non-sexual ways to children of all ages.

Whatever other agendas she fears, Park's agenda is clear.

—Robert Smith
Burke, Virginia

WHOSE HELL?

I have been a silent member of NEA for the five years I've been teaching, since I'm generally happy with the representation NEA has provided.

I cannot let this issue go.

The cover of the December issue shows a woman partially embracing a child; the headline is "Kids' Private Hell." The child does not look comfortable with this pose, and I naturally assumed this was another article on child abuse.

I was quite shocked to read the article and discover that NEA was advocating this kind of touching of students when, only several months ago, an NEA attorney wrote a full-page article recommending NOT touching students under any cir-

cumstances.

The fact that I must now think twice before I even reach across my desk to put a reassuring hand on the arm of a discouraged student is a sad indicator of the state of our system. However, it's a reality we must live with as long as real child abusers remain employed by our school systems. This is a teacher's private hell.

My shock is at the mixed message that NEA is sending to its members. Your cover photos advocate the very behavior your prior issues condemned. Just where is the NEA on this issue?

—K. Melisa Martell
Gaithersburg, Maryland

SPELLING SENSE

I teach third grade and am in favor of using invented spelling (Debate, December) for these four reasons. First, we don't teach invented spelling. We allow the students to spell words the way they sound without worrying about conventional spelling rules. After their ideas are clear and down on paper, the students edit their work for words they don't think are spelled right.

Second, research shows that spelling is a visual skill. You either remember how the word "looks" or you don't. Spelling rules don't hold true in all situations.

Third, we learn to spell by seeing, reading, using, and writing words over and over again until we remember how they are spelled.

Fourth, any teacher can tell rather quickly and easily after a short time which students have special needs and which don't. Special needs kids have trouble remembering how to spell common words.

Let's not limit our students' thinking ability by slowing them down, forcing them to be concerned that every word is spelled right.

—Sandra Trutt
Agoura, California

OUT OF TOUCH

After teaching math and science for more than 30 years, I think the biggest problem with the education curriculum (science or other) is with the "experts" or writers of this curriculum.

The authors of "Benchmarks for Science Literacy" recently released by the American Association for the Advancement of Science (Setting Standards, December) obviously have not been in a science classroom as students or teachers since 1913.

Moseley's work with X-rays in 1913 led to the correction of Mendeleev's periodic law, and any ninth grade student would know the properties of elements are a periodic function of their atomic number not their masses.

I'm sorry I don't have a copy of the full 400 pages, but if this sam-

pling is a result of \$8 million and four years of work by 150 educator-writers and 1,300 reviewers, as reported by *NEA Today*, then science education is in trouble indeed.

—Charles E. Bowman
Jackson, Ohio

NO SUBSTITUTES

After 25 years in public education, mostly as a contracted teacher but with several stints as a substitute teacher, I have come to the realization that substitute teachers are probably the most overlooked employee group in education circles.

Therefore, when I read "Facts and Figures about America's Schools" (Data Bank, November) and found substitute teachers not even mentioned, it brought a wry smile to my face and underscored their lack of voice and recognition.

It was heartening to read in the same issue that the Seattle Education Association bargained a \$110 per day rate for their substitutes. However, our local Washington district pays \$59.52, one-half of the daily pay rate accorded to the lowest slot on the statewide certificated teacher salary scale.

Local substitutes, on our own initiative, are currently proposing substitute teacher policies for adoption by the school board so that we have a clearer understanding of district-substitute relationships and procedures. It would be interesting to know what is happening nationwide with regard to substitute pay, policies, and organization.

—Cindy Brodehl
Evans, Washington

SOME LEGACY

Articles on so-called "censorship" always grab my attention, so "Banned in Billings" by Kathy Carlson (Sounding Board, November) caught my interest.

According to Carlson, an illustrator and teacher can make a decision on whether or not a particular book should be read to elementary children, but children's parents are not permitted this same privilege without being accused of censorship.

I have to ask: Was this particular book chosen for academic excellence? How does a child benefit from reading this book? From the illustrations on the book cover shown in the article, do first graders have to see a beautiful woman with the middle of her dress missing? Couldn't they still be educated with the beautiful woman's dress intact?

As a result of her "walk through fire," Carlson says she cries a lot. Well so do I when I know young children in our nation are being exposed to adult "entertainment" through the media and books, thereby cheating them of their right to a time of childhood innocence.

We adults certainly have to question the legacy of drugs, stealing, promiscuity, and disrespect for elders and authority we have given our children—all in the name of academic freedom and freedom from censorship.

—Diane Nixon
Pittsburgh, Pennsylvania

GROUPINGS

How ironic that your November issue contained articles condemning ability grouping (Meet, "Is There Life After Tracking?").

In November, the U.S. Department of Education report "National Excellence: A Case for Developing America's Talent" was released. The report calls for "flexible schools that enable all students, including the most able, to be grouped and regrouped according to their needs and interests."

UCLA Professor Jeannie Oakes has been an outspoken critic of tracking, but she fails to draw the crucial distinction between tracking and ability grouping. Tracking refers to fixed, rigid pigeonholes into which students are placed, often somewhat arbitrarily. The practice has disappeared in American public education due to its rigidity and to the legitimate concerns raised by Oakes and others.

Ability grouping allows students to be placed with others who share an interest or ability in a specific area. The composition of these groups varies with the subject matter or the project. The characteristic that distinguishes ability grouping is the fluid, flexible nature of such groups, in contrast to fixed tracks.

It bothers me that your articles imply that ability grouping necessarily also involves the use of uncreative instructional strategies. I heartily agree with Oakes' statement that "teachers need to create rich, multidimensional learning opportunities for all students."

Why, however, can this only be done without ability grouping? Must there be heterogeneity to provide quality instruction? It seems to me that labels aren't critical—attitudes are.

—Abbe L. Krissman
Greenfield, Wisconsin

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- By mail: Write to Letters, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.
- By FAX: 202/822-7206
- By phone: 202/822-7207
- By NEA Online: Sign on to NEA Online and keyword to *NEA Today*. For information about subscribing to NEA Online, see page 28.

Debate



YES

Do Good Teachers Flunk Kids?

Recently retired, Marie E. Ubelhart taught kindergarten and first grade in the Hillsdale, New Jersey district for 27 years. Ubelhart is a past president of the Hillsdale Education Association and has served on the New Jersey Education Association's Youth Services Committee.

Readiness is where academic success begins. Rather than use chronological age as the basis for grade placement, we need to look at each child individually and decide what's best based on all aspects of that child's development.

As a long-time kindergarten teacher who's built foundations for lifelong learning in many children, I know how important it is that children be ready to learn. Youngsters who aren't ready show their frustration in anger, withdrawal, aggression, and—worst of all—low self-esteem.

Youngsters who should be retained but aren't usually move through each grade slowly, losing more academic ground each year. Falling so far behind makes them feel stupid, and they develop a dislike for themselves.

Social promotion and tracking are no answer. Placing children in red, blue, or yellow groups may make for more manageable teaching, but children in the slowest group are well aware of their lowly status.

These insults add up. Eventually, low self-esteem manifests itself in antisocial behavior and repeated failure. The children's need for acceptance—a universal one—simply isn't met.

Whenever a student of mine had academic problems, I'd adjust the program to meet that child's needs. I'd also keep in close touch with the parents because the possibility of retention requires the laying of groundwork.

Parents need reassurance that retention is the best course for their child, that it will give their child the opportunity to let maturity and social development catch up with intelligence.

To parents opposed to retention, I'd ask: "What's the rush? Why push? Give your child the choice of being a big fish in a smaller pond. Life and the job market will still be there if your child arrives a year later than planned."

If the parents were adamant or didn't agree with me, however, I'd acquiesce and let the child move ahead. I did this because I've also seen what parental cen-

sure can do to a child. Kids can sense parents' negative feelings, and that in itself can be very harmful over a period of time.

Over the course of my career as a teacher of kindergarten, first grade, enrichment, and at-risk classes, I've seen dozens of children who were held back find success. Whatever trauma such children experienced was long forgotten when they settled in a class where they could keep up, even excel.

Last year, to take just one example, I learned that a former first grade student of mine who'd been held back won the Hillsdale Education Association college scholarship when she became a high school senior.

I've seen the strategy pay off in my own home, too. Many years ago, my husband and I chose late school entrance dates for three of our own six children because we felt they weren't developmentally ready despite their chronological age.

For us, the proof of our decisions is that they've all become socially well-adjusted and academically successful adults.

As teachers, it's our job to prepare children for life. How better to do that than by providing them with a foundation based on their own self-confidence? Our society may overuse the term "self-esteem," but it's still the key to success.

Today, everyone is concerned about the state of our society and of our schools. Homelessness, violence, and child abuse are just some of the issues affecting our children as never before. At the same time, our schools have had to cut services because of financial constraints.

Now, more than ever, we need to give our children a better sense of self. They need to be in settings that challenge them academically, and at the same time, put them at ease with their abilities.

Yes, good teachers flunk kids. A child can get past one bad year when the payoff is academic success for many years to come.

Pam Walkup teaches second grade at Jefferson-Houston Elementary School in Alexandria, Virginia. A long-time Association activist, she's a past president of the Alexandria Education Association. In 1990, Walkup was named Northern Virginia's Teacher of the Year.



NO

If what I see when students flunk isn't telling enough, research on the subject of grade retention is overwhelming and conclusive: It doesn't work.

Studies tell us that retention is stressful for students, that kids who are held back often don't adjust well socially, that they often drop out of school, that they often think poorly of school and are absent a great deal.

The studies also tell us that any academic gains made in the first few years after retention are lost as the student gets older.

A 1989 study showed that students who repeated a year were 20 to 30 percent more likely than their classmates to drop out of school.

But the most moving study is the 1990 one that determined the only two events more stressful for children than retention are going blind or losing a parent. Being held back is even more stressful, researchers found, than losing a brother or sister.

In the past, many poor students dropped out and got "unskilled" jobs. That's not true today. Because our society needs more skilled workers, we're keeping more children in school longer.

But one result has been a lowering of test scores and, on any given grade level, an increasing number of students who are unable to do the work expected of them.

It also appears to me—although I've found no research on the topic—that most retained students are boys, who I think have a stronger tactile learning style than girls. This style is usually the one least addressed in today's classrooms.

What's the answer? Find ways to help students do the work expected of them each year.

The truth of this maxim came to me when I served on my school restructuring committee a few years ago. I helped develop a team-teaching approach where students who did poorly in first grade were placed in a double classroom with

kids who did well and where more active types of learning—kinesthetic, tactile, visual, and auditory—prevailed.

We believe that the children can keep up with the work if they're taught using active learning methods. We're now using a similar program with all our second graders.

When I discuss retention with my colleagues, they usually ask me if I think retention is always wrong.

The answer is no—there are always exceptions. There are children who work better with those who are younger, who play better with this same group—and, in fact, the younger students are their true peer group. But these students are truly the exception.

My colleagues ask me what I think of social promotion. I say I don't support it. I believe we should set standards for each group of age levels. And we should present instruction and assess student progress in a variety of ways to help children reach those standards.

The November 1989 issue of *Educational Leadership* focused on alternatives to retention, including tutoring, remediation, and more individual instruction—perhaps with classroom aides. All studies indicate that students not working at grade level should, in fact, move on with their peer group and receive additional support.

The evidence shows they do better than their retained counterparts because they're with their peers.

What isn't as evident is what constitutes "proper" support for these kids. It's incumbent upon us, the teaching professionals, to determine what this support is and to work to make every child succeed in school.

It appears that in society's efforts to institutionalize education and make round pegs (the children) fit into square holes (the classrooms or curriculum), we've often forgotten whom it is we serve.

It's time to stop doing what best suits the schools and start doing what best serves the children.

"With the expected increase in tax rates, tax deferral becomes even more significant...people of all ages may want to consider annuities."

NY TIMES, JUNE 26, 1993



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Name

Address

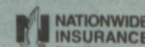
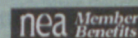
City State Zip

Is this a new address? ☐ Yes ☐ No

Social Security No.

Name of School Building/District

1-800-637-4636



TVB034